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AUTHOR King, Bob; Jordan, Wayne
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ABSTRACT

The Stull Bill, a legislated mandate for the evaluation and assessment of the performance of certified personnel of school districts in California, is looked on with mixed feelings. The booklet was prepared as a guideline with the point of view that the bill may lead to the possible improvement of the education made available to children. What is presented here is a suggested step by step method of personnel evaluation intended to meet the mandate. Steps are: the starting place, board resolution, task force liaison, general design, legality, tentative adoption, applicable goals, subgoals, objectives, clarification and agreement, and approval, implementation. Appendixes contan a skeleton plan, suggested forms, and timelines. (RC)

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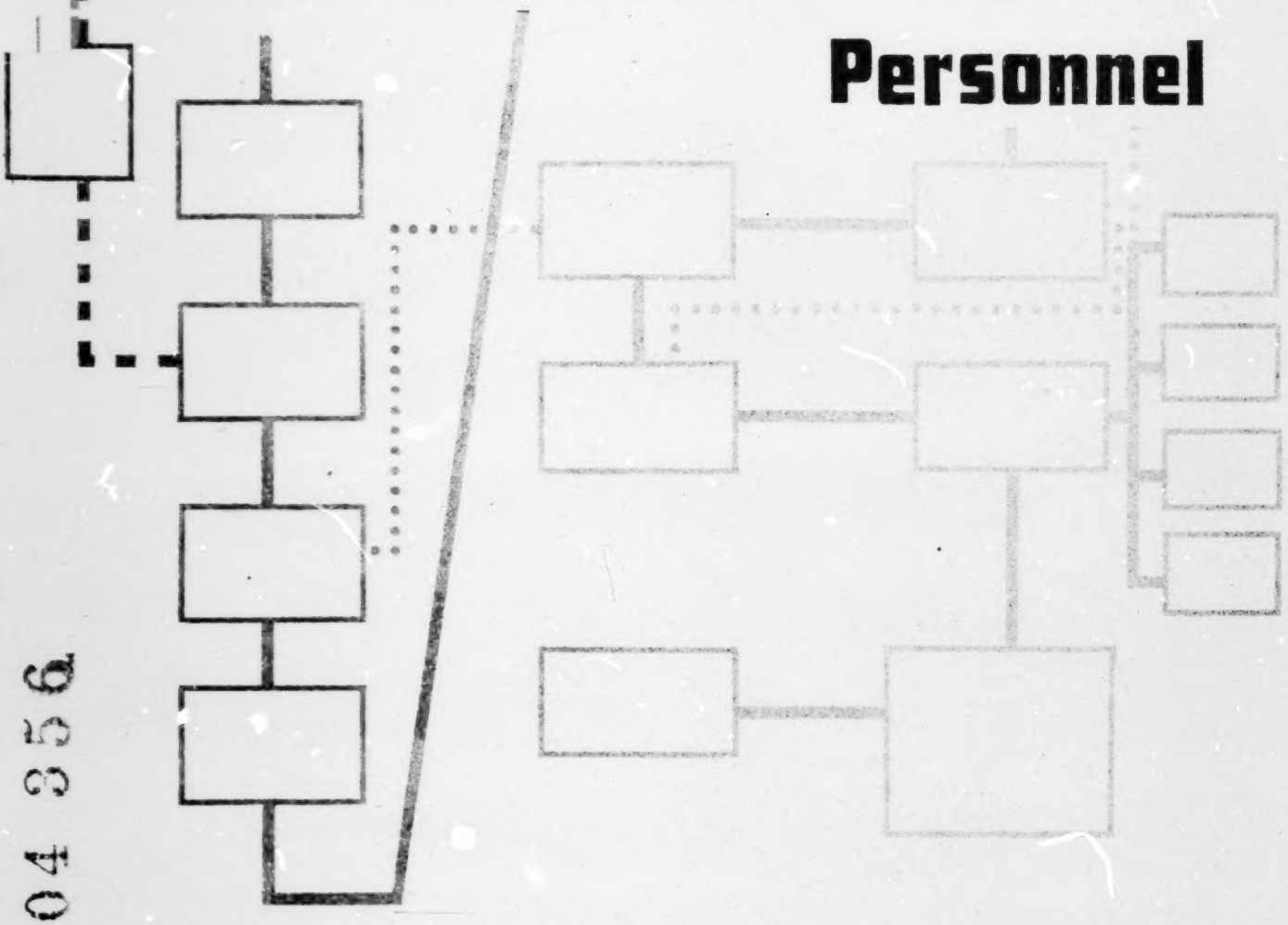
Evaluation and Assessment of the Performance of Certificated Personnel



Fresno County Department of Education
Ernest A. Poore, Superintendent

July, 1972

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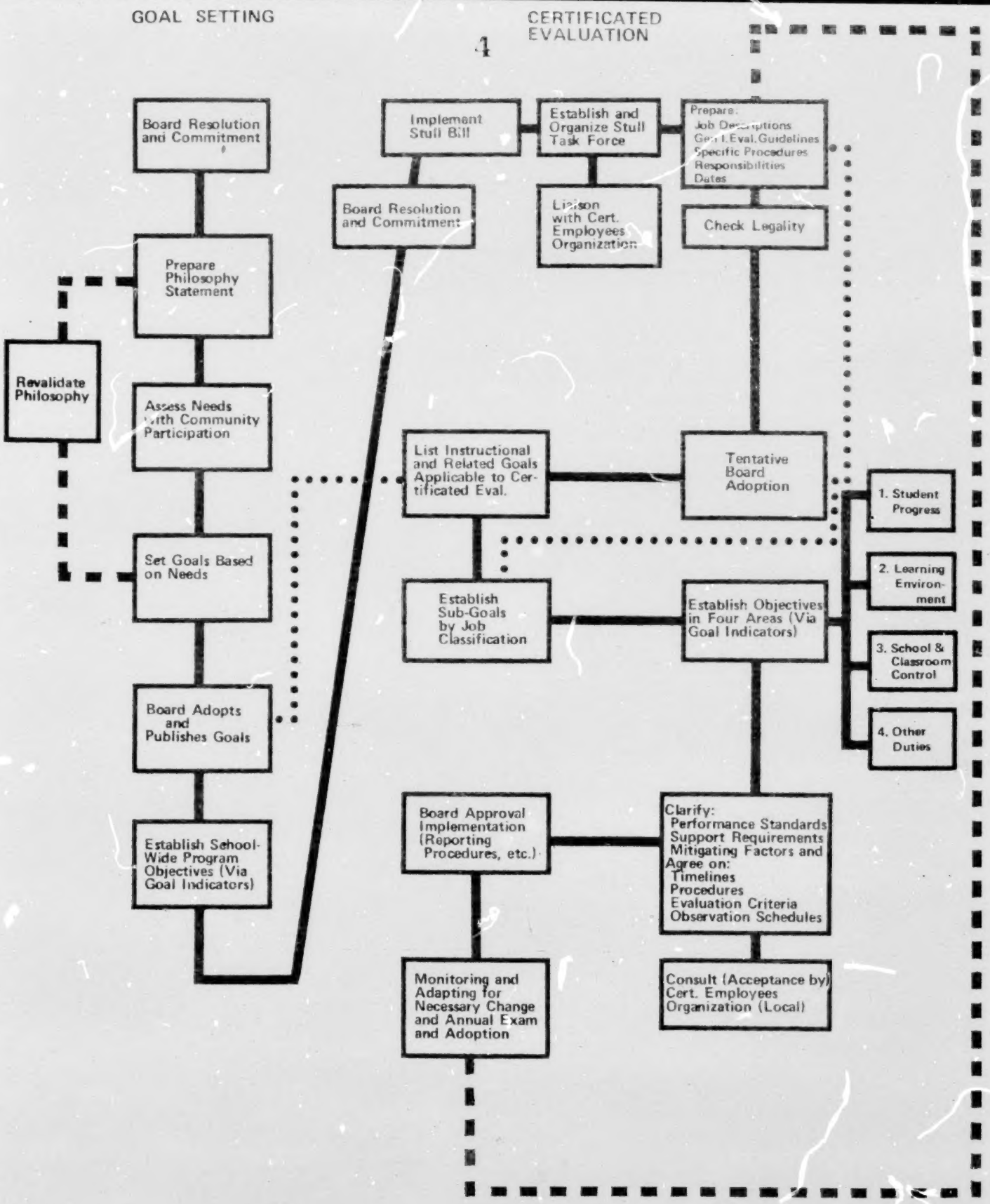
EVALUATION AND ASSESSMENT OF THE PERFORMANCE OF CERTIFICATED PERSONNEL

THE STULL BILL (E.C. 13485 through 13489)

BOB KING, Ed.D.

WAYNE JORDAN, Ed.D.

Division of Instruction, Fresno County Department of Education


GOAL SETTING
CERTIFICATED EVALUATION
Board Resolution and Commitment
Prepare Philosophy Statement
Revalidate Philosophy
Assess Needs With Community Participation
Set Goals Based on Needs
Board Adopts and Publishes Goals
Establish School-Wide Program Objectives (Via Goal Indicators)
Implement Stull Bill
Establish and Organize Stull Task Force
Prepare: Job Descriptions Gen'l.Eval.Guidelines Specific Procedures Responsibilities Dates
Board Resolution and Commitment
Liaison with Cert. Employees Organization
Check Legality
List Instructional and Related Goals Applicable to Certificated Eval.
Tentative Board Adoption
1. Student Progress
2. Learning Environment
3. School & Classroom Control
4. Other Duties
Establish Sub-Goals by Job Classification
Establish Objectives in Four Areas (Via Goal Indicators)
Board Approval Implementation (Reporting Procedures, etc.)
Clarify: Performance Standards Support Requirements Mitigating Factors and Agree on: Timelines Procedures Evaluation Criteria Observation Schedules
Monitoring and Adapting for Necessary Change and Annual Exam and Adoption
Consult (Acceptance by) Cert. Employees Organization (Local)

FOREWORD

The Stull Bill, a legislated mandate for the evaluation and assessment of the performance of certificated personnel of school districts in California, is looked upon with mixed feelings. Some see it as a threat - a way for school districts to get rid of undesired personnel. Some see it as just another unmanageable mandate which, if ignored, may go away. Some see it in a more positive way - as a guideline for possible improvement of the education made available to children. This booklet has been prepared as a guideline with the latter point of view in mind.

The proposals described in this booklet represent a suggested way to meet the mandate. This may not be THE way, but is offered to you as ONE way that assessment and evaluation may be achieved in a positive manner.

This booklet was written for the original bill, AB 293, Education Code Sections 13485 through 13489. Any subsequent legislative amendments or additions could alter your approach to implementation.

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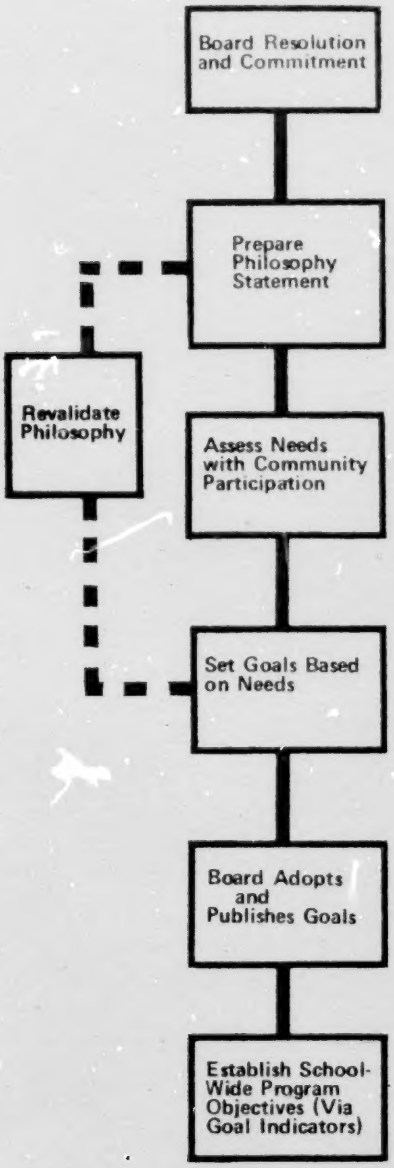
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I. The Starting Place

In order to properly assess and evaluate the performance of certificated personnel of a school district, it is essential that the school or district have a clearly stated purpose or intent. The best way to establish a statement of purpose or intent is to involve as fully as possible the staff, the students, and the community in assessing the needs and setting the goals of the school or district. Once the goals have been thoughtfully established, the responsibilities of each individual within the school or district can be clearly established and understood.

There are many goal-setting models available to school personnel. Some models start with a statement of goals which are then placed in priority order by staff, student body, and community participants. Other techniques make use of questionnaires or structured interviews. Some "open ended" approaches make use of town meetings or community conferences.

One open-ended approach which has been developed by the staff of the Division of Instruction of the Fresno County Department of Education is described in the publication, School and Community: Partners in Education, published in 1972. This technique makes use of the community conference as a way to obtain full involvement of everyone concerned in the establishment of school and/or district goals.

Other publications of the Fresno County Department of Education which may be helpful are:

From Goals to Action
The School/District Profile
School District Goals

II. Board Resolution

The law says:

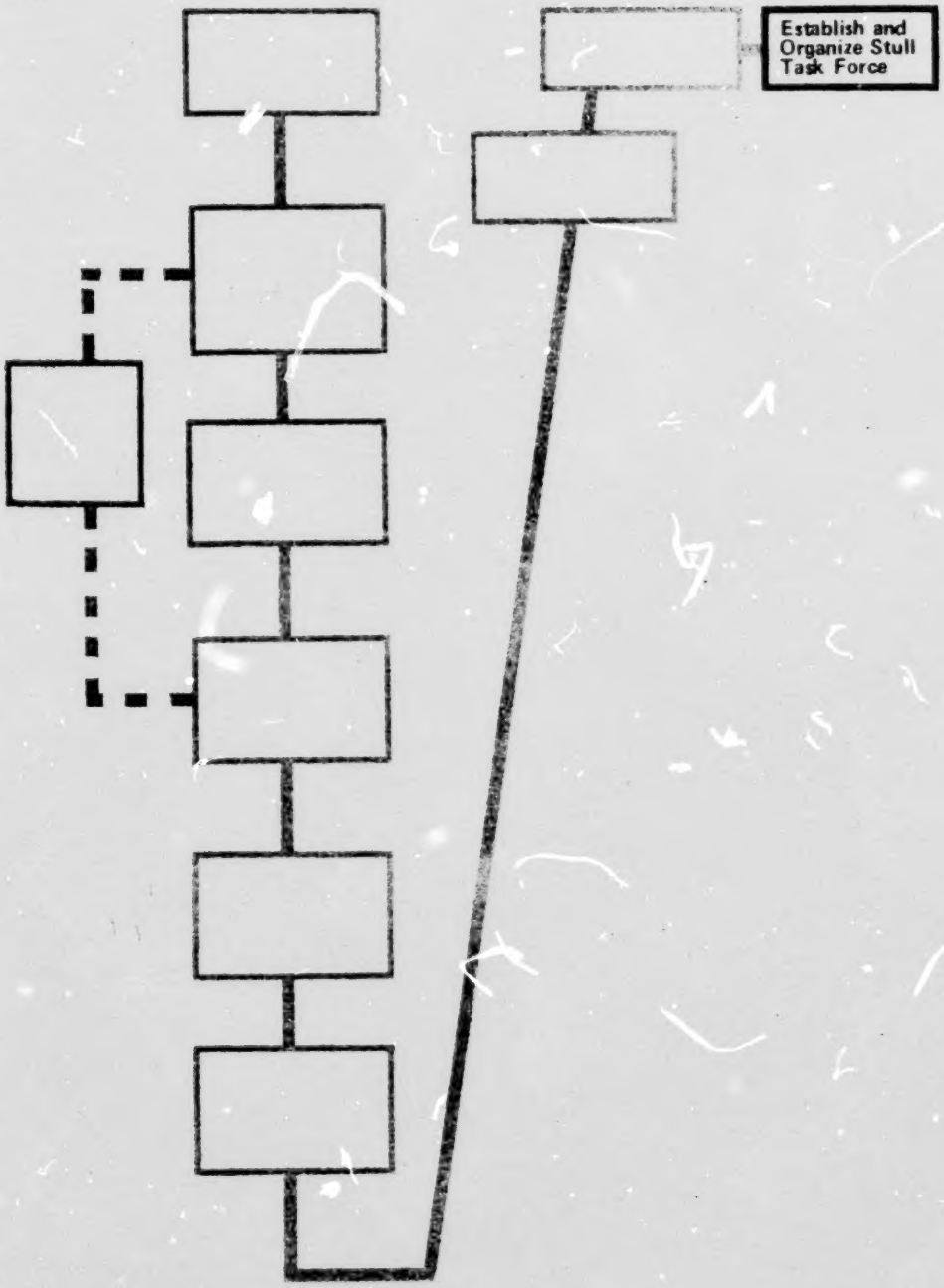
13485 - *It is the intent of the legislature to establish a uniform system of evaluation and assessment of the performance of certificated personnel within each school district of the state . . .*

Analysis:
The words, "establish a uniform system" are interpreted as meaning that there should be established a single system for each school district which is consistent throughout the district for persons of the same or similar positions. However, in school districts which contain schools with great diversities, either geographical, socio-economic or otherwise, it may be proper to establish specific local goals and standards of performance which are suitable and practical.

"Assessment" is seen as the act of gathering data, making comparisons and pooling information; essentially, a measurement operation. "Evaluation" is interpreted as the making of judgments by use of data gathered. For some, the terms are interchangeable. Your district may not elect to make the fine points of these definitions an issue.

Actions to be taken:
The school board must take the lead in getting the process under way. Board members must be knowledgeable of their responsibilities, the intent of the legislation and the general approach to be taken by the school district.

The Board should adopt a resolution which would set the process in motion and then should monitor progress, either by representation on the Task Force or by regular reports from the staff. See Form A, Appendix B, for model resolution.



III. Task Force

The law does not stipulate the establishment of a team or task force but it is suggested that a representative group be organized for the purpose of proposing implementation procedures.

Suggested composition of a team or task force:

- One or more teachers from each level of instruction, or from each major discipline or department.
- One or more departmental chairmen or master teachers.
- One or more administrators, coordinators or directors from the central office and/or building administrators from each major level of instruction.

The following may also be added:

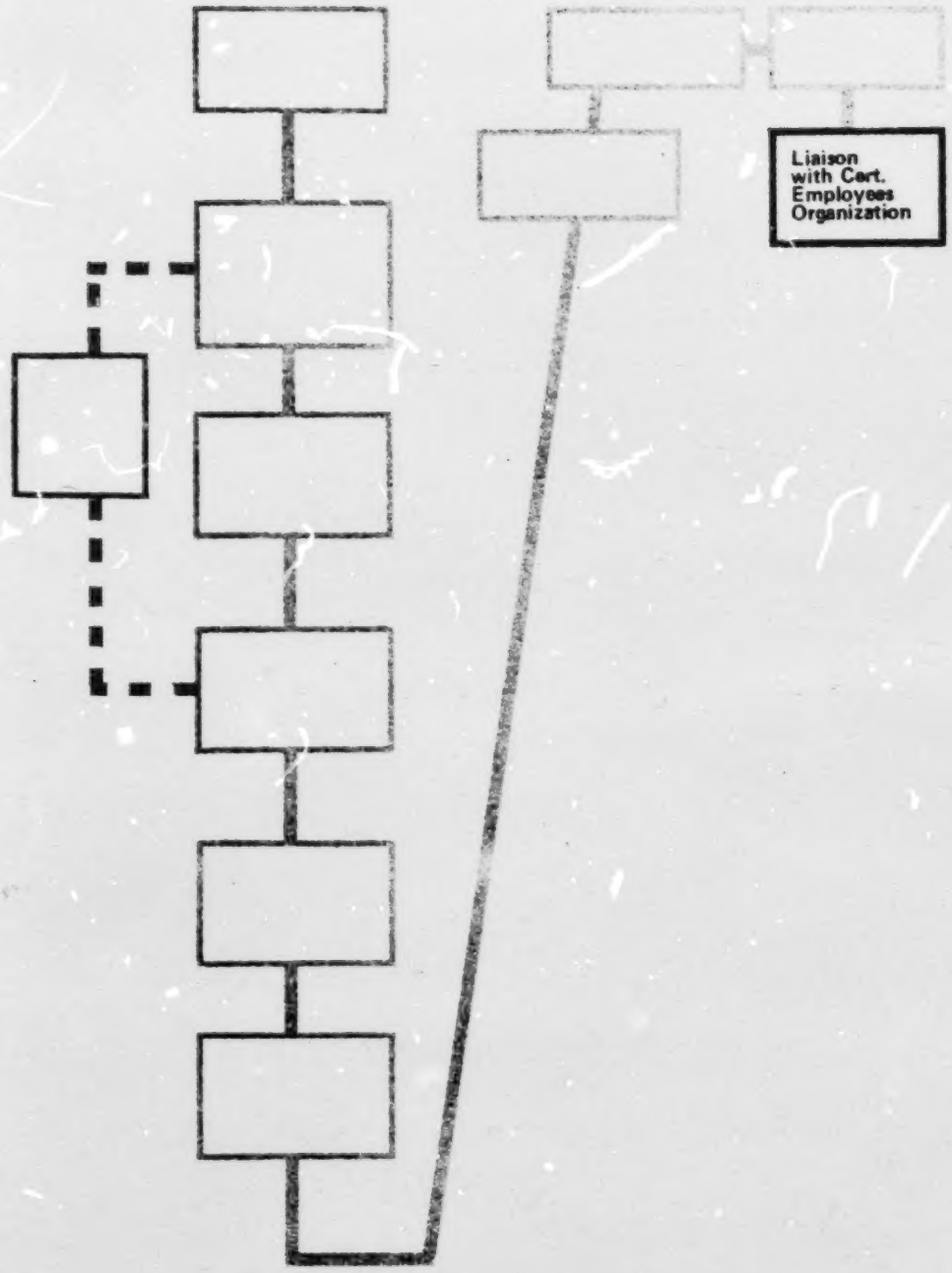
- One or more school board members.
- One or more community representatives.
- One or more secondary school students, if the district contains secondary schools or 7th and 8th grades.

This broad representation helps assure the availability of knowledgeable persons plus the establishment and maintenance of communications with the groups represented. The district should feel free to adapt membership to suit local needs and preferences.

The task force or team should select its own chairman and any other officers needed.

The district should make available to the task force or team any needed clerical assistance plus professional guidance by locally available persons or especially employed consultants or advisors.

The task force or team should not be rushed, as long as things are proceeding well on a predetermined course and in good faith. A carefully considered and clearly understood plan may take a year or more to devise and get into action. A "flow" chart or time-line for activities and proposed deadlines should be an early decision of the task force.



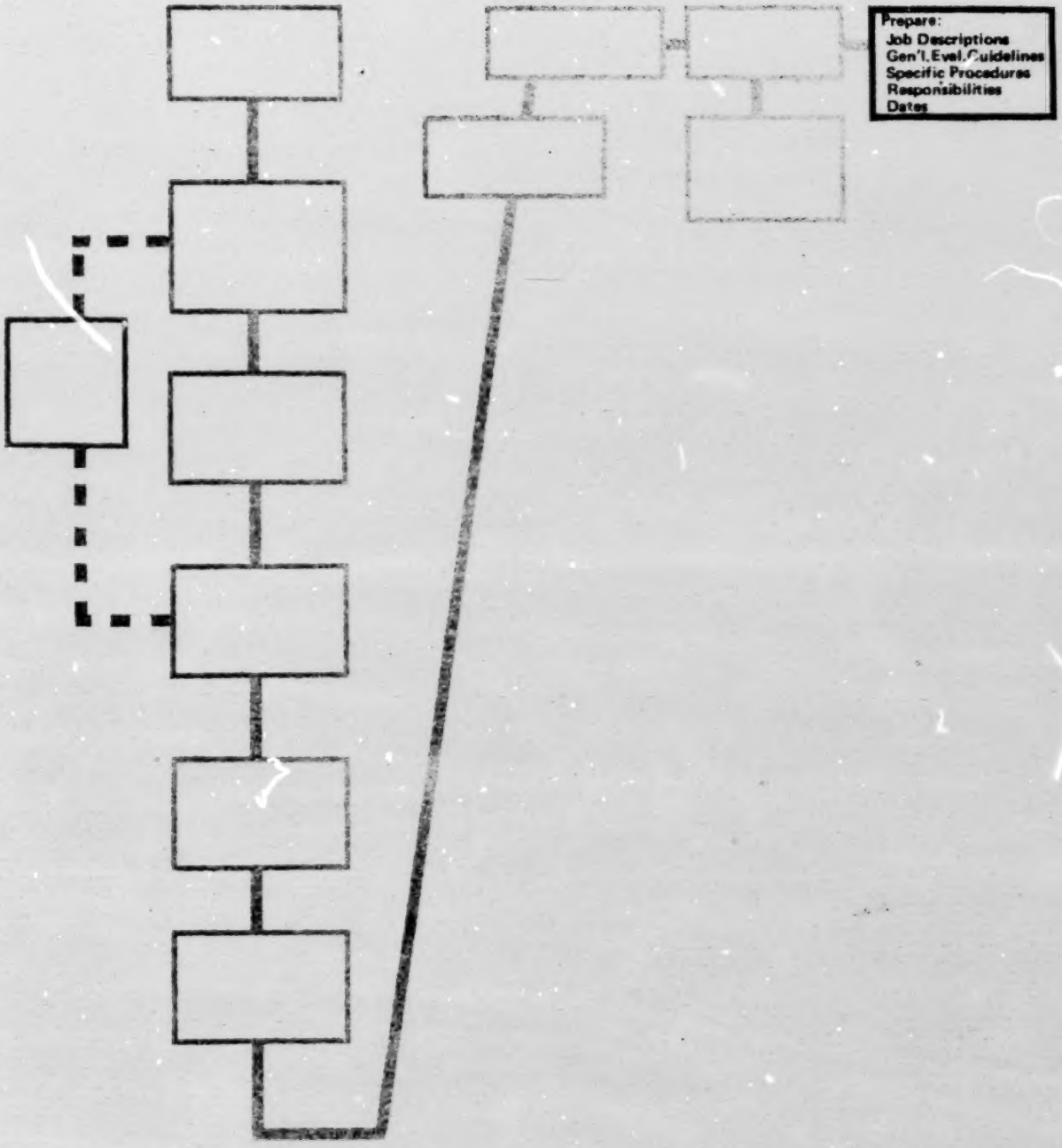
IV. Liaison

The law says:

13486 - *In the development and adoption of these guidelines and procedures, the governing board shall avail itself of the advice of the certificated personnel in the district's organization of certificated personnel.*

Analysis:
The legislation requires that the district's certificated staff be consulted at least through the district's organization of certificated personnel. A token liaison would probably satisfy the letter of the law, but responsible implementation of evaluation and assessment procedures will require sustained liaison. The law implies that the organization would be that which is the officially designated and recognized representative body. In small districts which do not have an officially recognized organization of certificated personnel, the staff may choose to elect one or more representatives. In cases where there are two or more recognized organizations, representatives from all should be involved.

Action to be taken:
The Board should take the lead in the organization of the team or task force in such a way as to assure proper representation, the presence of resource persons, if any, and the meeting of the requirement for organizational representation. The Board may take the initiative in naming individuals, but probably would be wiser to issue its request for task force or team members and leave the final selection to the organization.



V. General Design

The law says:

13485 - *The system shall involve the development and adoption by each school district of objective evaluation and assessment guidelines.*

Analysis:
The law seems to imply that there must be developed a systematic and objective plan of evaluation, which is consistent and relates as directly as possible to the determination of the degree to which certificated persons are functioning competently.

Actions to be taken:

JOB DESCRIPTIONS

-One of the first jobs to be done is the preparation of job descriptions.

-This can be accomplished concurrently with the setting of school or district goals, but will be better done after goal setting so that all job descriptions will reflect the goals as established.

-Job descriptions may be written for each position in smaller districts or for all persons within a job classification (e.g. kindergarten teachers, K-6 teachers, primary teachers, vice-principals, counselors, home economics teachers, etc.). There are many examples of job descriptions available as models.

-Some elements of job descriptions:

Statement of primary function.
Title of person(s) to whom directly responsible.
Title(s) of immediate subordinate(s), if any.
Listing of assigned responsibilities (major duties, other duties).
Listing of minimum qualifications (credential, education, perience, personal qualities).
Listing of expected standards, maintenance of control and preservation of a suitable learning environment.
Statement of supervision exercised or received.

The district may elect to add other kinds of information in job descriptions.

GENERAL EVALUATION GUIDELINES

The "skeleton" of the evaluation and assessment procedures should be prepared next. The "skeleton" should include a brief description of procedures to be used, areas of responsibility and timelines. This general statement of procedures, responsibilities, and timelines can be developed by the team or task force as it reviews the Education Code Sections 13485 through 13489 and as it examines this and other models for implementation.

Some elements of a general statement: (See Appendix A)

1. Procedures to be adopted for establishing standards of expected student progress in each area of study.

2. Techinques to be used for assessment of student progress.

3. Assessment (or evaluation) of certificated personnel competence as related to the standards of expected student progress.

4. Assessment (or evaluation) of the degree to which other duties required to be performed as adjunct to regular assignments are performed.

5. Assessment (or evaluation) of the degree to which proper control is maintained and a suitable learning environment is preserved.

6. Techniques to be used in keeping certificated staff members informed about the program.

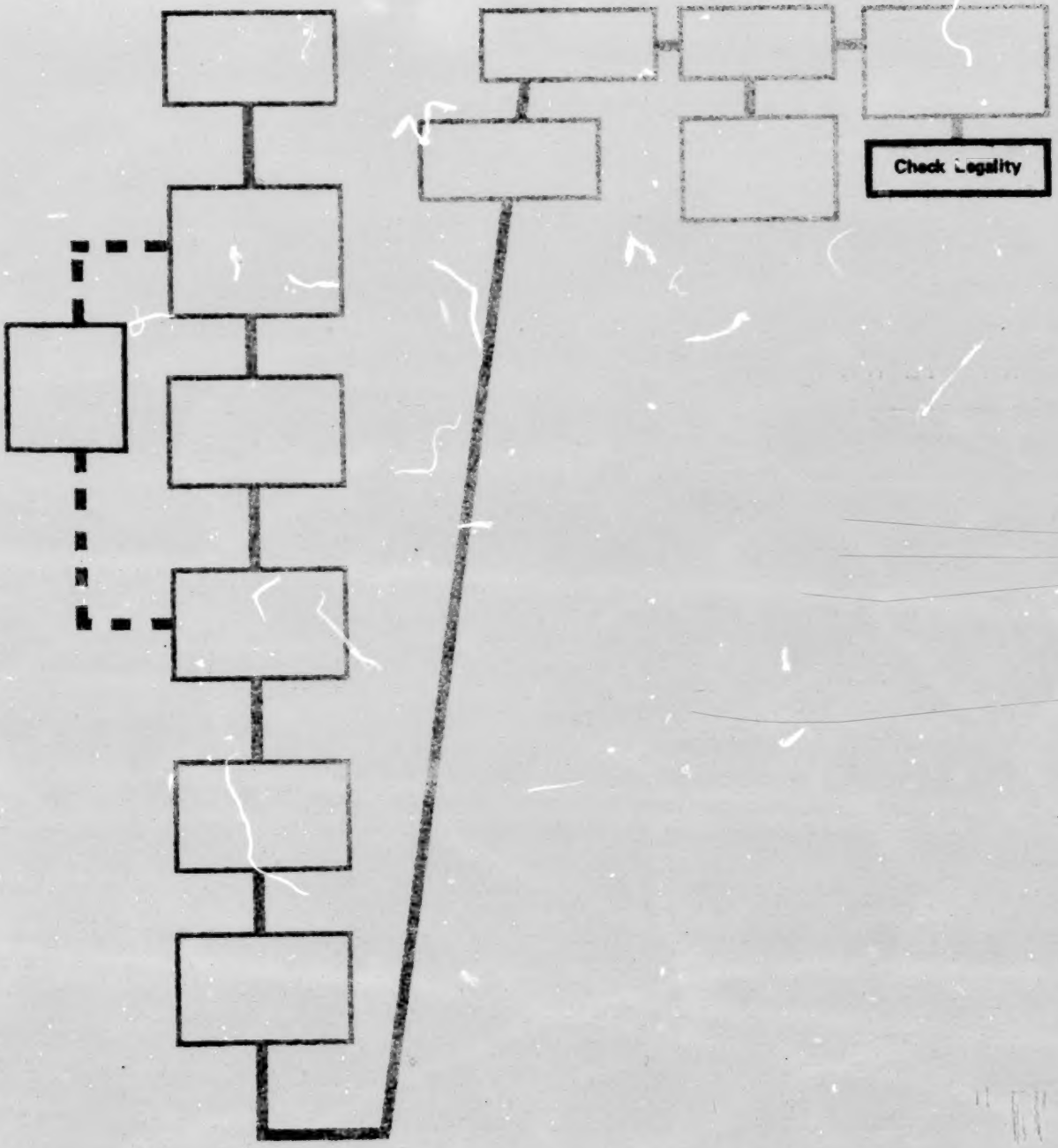
7. Responsibilities, procedures, and timelines for preparing and transmitting evaluative reports in writing to concerned staff members.

8. Responsibilities, procedures, and timelines for discussion of evaluation reports with evaluatees.

9. Responsibilities, procedures, and timelines for followup counseling for deficient certificated employees and for provision of assistance to upgrade performance.

10. Responsibilities, procedures, and timelines for evaluatees to respond in writing to evaluation reports.

Further details on most of these steps are provided in the remainder of this publication.



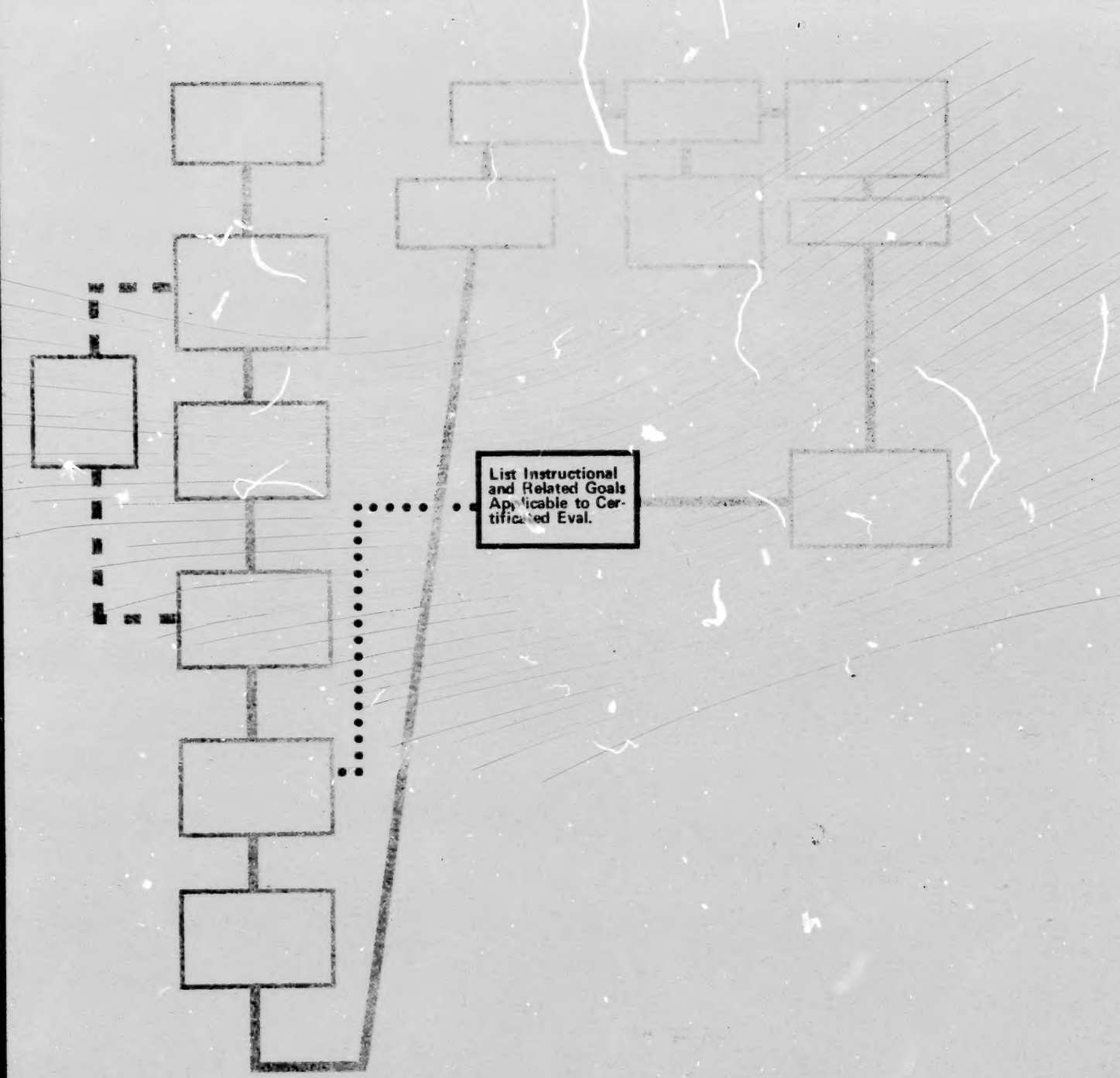
VI. Legality

Again, this step is not mandated by law, but it is considered good practice for a school board to be as fully informed and involved as possible.

The task force will examine the statement of the legal authority and make any necessary changes; then, if necessary, will resubmit the Skeleton Plan to the legal authority until approval is granted. The approved plan will then be submitted to the School Board.

The Board will examine the "Skeleton" Plan developed to date and the written statement as prepared by the legal authority.

Board adoption may be by resolution or by motion and should include the proviso that the staff, team and/or task force are to proceed with development of complete details and the implementation plan within the framework as approved.



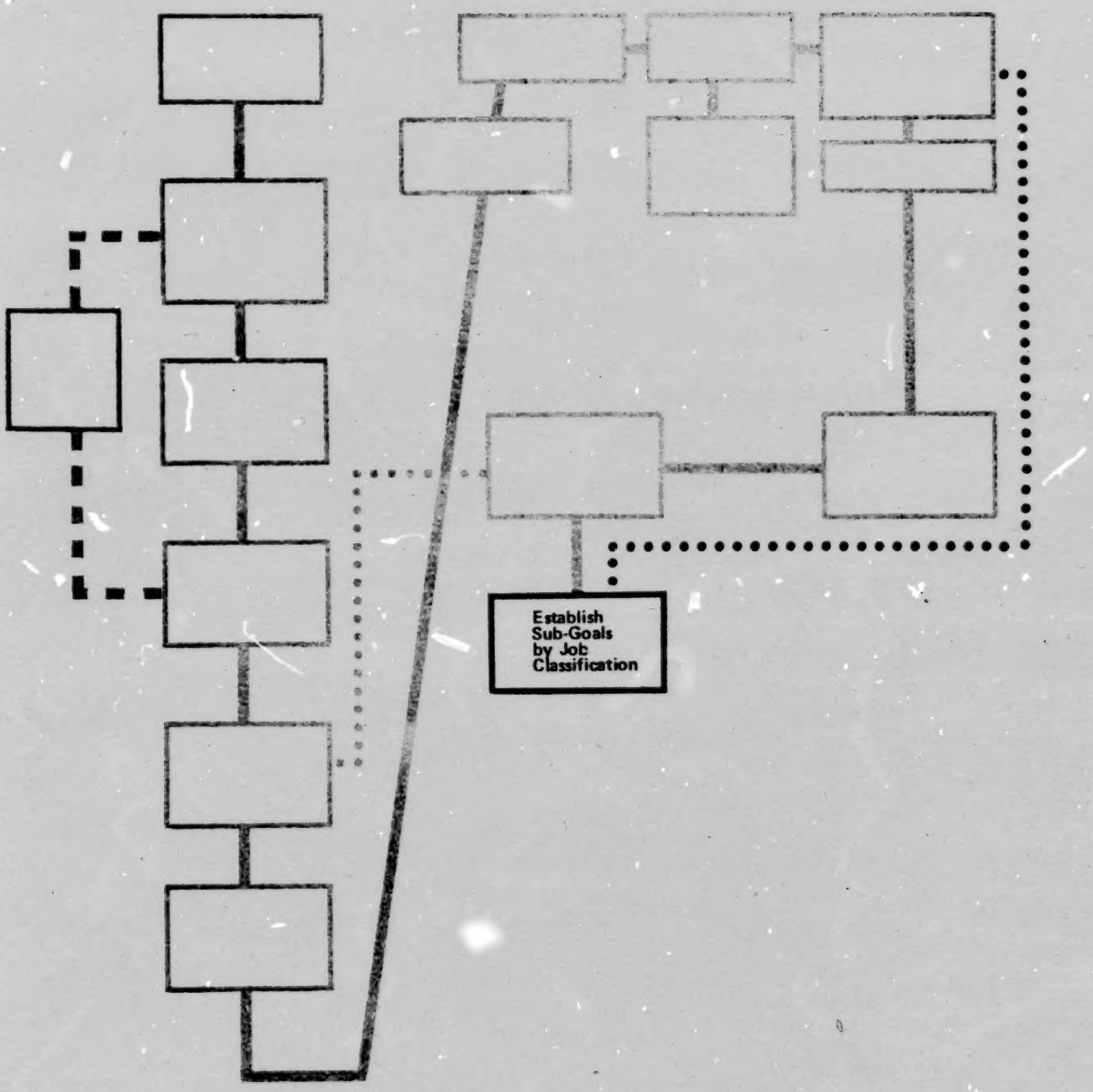
VIII. Applicable Goals

The law does not specifically mandate this step, but observance of this step will help insure the adoption of *"Specific evaluation and assessment guidelines"* (E.C. 13487).

If the district has started at the beginning, there will have already been established a set of instructional and managerial goals. It is a simple matter to extract those goals which may be applicable to certificated evaluation from the listing of goals which were established as a result of the needs assessment and goal setting. Most, if not all, of the instructional goals may apply. Some of the managerial goals may not be applicable.

Some goals may apply to all certificated persons on the staff, while some may apply only to specific persons or job classifications. However, all goals should be carefully considered and all those which apply to the evaluation of certificated individuals or job classifications should be listed.

The linking of an evaluation and assessment procedure to formally developed and adopted goals assures internal consistency to the entire accountability system of a district. The linking also lends stature to each criterion established and helps maintain the system in a more defensible posture, should questions arise. The entire system is based on a firm foundation.



IX. Sub-Goals

Again, the law does not specifically mandate this action, but good sense dictates that one set of requirements will not suffice for all certificated staff members of a school district.

There are several definitions of the term, "Subgoal." As used in this publication, the term refers to general statements of intent (or goals) for staff members or groups of staff members within a school district. Some of the subgoals may be identical to some of the district-wide goals, but in nearly every case, goals will be subdivided into specifics for individuals or groups of individuals.

In the light of this very loose definition, it can be seen that subgoals may be extracted or developed from the goal structure of the school district. Additionally, subgoals may be developed from information provided in job descriptions. These two sources should provide nearly all, if not all, of the information needed for the development of subgoals by job classifications.

Examples of subgoals by job classifications:

District Goal:
The district will maintain optimum communications with staff, students and the community.
Subgoal for a teacher of a self-contained 4th grade:
4th grade teachers will maintain regular communications with children's parents and with school and district personnel.
Subgoal for a high school counselor:
Counselors will maintain communications with pupils placed in their care and parents of these pupils in such a way as to encourage free and open discussion of problems and possible solutions.
Subgoal for an elementary principal:
Elementary principals will carry out a program of community relations for the purpose of interpreting and furthering school programs and will serve as a district officer in maintaining intra-school communications.
Subgoal for a high school social science teacher:
High school social science teachers will communicate with parents and counselors to discuss the progress of students.

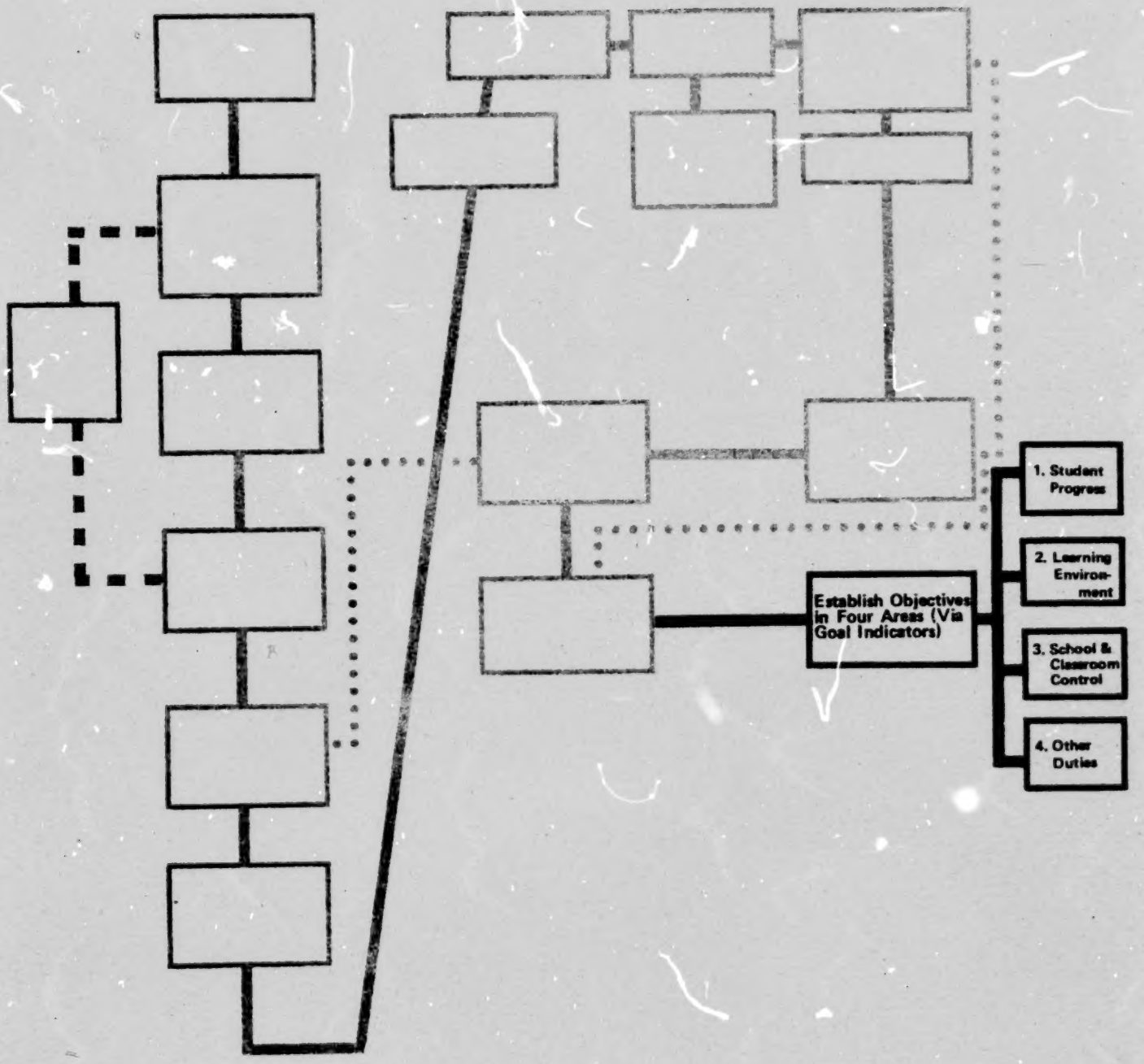
Another example:
District Goal:
Graduates of the_____school district will possess a marketable skill or will be prepared to satisfactorily compete in an institution of higher learning.
Subgoal for a shop teacher:
Graduates of the_____department will have gained sufficient skill to enable them to obtain and hold a position in the trade at least the equivalent of an apprenticeship.
Subgoal for a counselor:
Graduates of the_____ school district will have selected a career goal and will have been guided through a program leading to the attainment of a

marketable skill or they will have gained admittance to an institution of higher learning and will be equipped to satisfactorily compete in higher education.

Subgoal for an elementary school teacher:

Students will be exposed to a variety of career fields.

Each of the examples above may then be further refined into one or more specific objectives containing evaluative criteria (See Section X).


Establish Objectives in Four Areas (Via Goal Indicators)
1. Student Progress
2. Learning Environment
3. School & Classroom Control
4. Other Duties

X. Objectives

The law says:

13487 - *The governing board of each school district shall develop and adopt specific evaluation and assessment guidelines which shall include but shall not necessarily be limited in content to the following elements:*

a. *The establishment of standards of expected student progress in each area of study and of techniques for the assessment of that progress.*

b. *Assessment of certificated personnel competence as it relates to the established standards.*

c. *Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular assignments.*

d. *The establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control and is preserving a suitable learning environment.*

Analysis:
This section is, of course, the heart of an accountability system. It is also the most difficult portion to implement. Objectivity and the establishment of clear-cut standards of performance are essential.

Element (a), above, requires that certificated persons establish standards of expected student progress. The word, progress, implies that there is a need for both pre and post information in order that the extent of growth or progress can be determined. One year's post information may serve as the next year's pre information.

The easy way out seems to be through use of standardized tests, a technique which has been used in many school districts for just this purpose. This is not the purpose for which most standardized achievement tests were designed.

Some of the problems in using such tests are:

(1) Most such tests are designed to help establish comparative grade placements (or similar status measures) between students, but not to sensitively establish pre and post instruction status.

(2) Many such tests are expensive to purchase and require a great deal of time to administer.

(3) Item sampling would be both difficult and expensive through use of commercially prepared achievement tests. Copyright restrictions must also be considered. Many such items are inadequate in number to measure with any degree of accuracy.

Then, what can be done? First, any information from standardized tests should be used for what it is worth, especially as general, supportive information. But locally prepared or locally adapted criterion-referenced instruments appear to be the most sensitive and sensible to use. Well-stated instructional objectives will describe criteria to be achieved with sufficient clarity to make the preparation of measurement instruments a much easier job than most persons suspect. The test of a well-stated objective is whether or not someone other than the classroom teacher could read the objective, then measure student achievement and come up with reliable results. Pre- and post-tests designed to fit the criteria as stated in objectives seem to be the most sensible to use. The first efforts in preparing such objectives and tests may be difficult, but after practice they will be prepared with no more difficulty and certainly with more practicability than current instruments.

Element (b), above, states a requirement for the assessment of certificated personnel competence as it relates to established standards.

Again, school districts may choose to use one or more of the old standbys to meet this requirement. To date, such techniques as standardized achievement tests, rating sheets, and systematic observation systems of one kind or another have been those most commonly used (or misused). None of these has proved to be totally effective. However, the law implies that there must be an objective link between student progress and certificated evaluation and assessment. The degree to which students meet the criteria of stated objectives can be effectively and objectively measured. The evaluation of staff effectiveness or competence must, according to the law, be related to the established standards of student progress.

It all boils down to the establishment of standards of progress for students, assessment of that progress, then a linkage of that progress to evaluation of the effectiveness of staff. If students meet the criteria of stated objectives, the staff members responsible will have been competent.

Certificated personnel must assume responsibility for diagnosing the learning needs of students, setting learner objectives (in cooperation with students where appropriate), then for prescribing and applying needed activities and resources in order to bring about optimum results. This is what being a professional is all about.

Element (c), on preceding pages, prescribes that certificated employees are to be evaluated on the basis of the performance of "other duties" as an adjunct to their regular assignments.

In most cases, such "other duties" are normally outlined in job descriptions. Some examples are such duties as club sponsorship, maintenance of communications, record keeping, parent conferencing, etc. We are assuming that the legislative intent of the term is that "other duties" are essentially non-teaching responsibilities.

Information from job descriptions can be transferred to the subgoals for job classifications, then the most important of these stated as objectives. This is probably the least complicated aspect of the system.

Two additional aspects are required in element (d) on previous pages. These are the establishment of procedures and techniques for ascertaining the extent to which certificated personnel are maintaining "proper control" and preserving a "suitable learning environment." Again, the basic information for these two aspects should be provided in the job descriptions.

The first step in establishing standards for these two aspects is reaching agreement on a school-wide or district-wide basis as to what the two terms mean and how they relate to stated goals of the school or district. Once the terms are clearly understood and agreed upon, appropriate information can then be written into job descriptions. Information from the job descriptions can then be transferred to the subgoals for each of the job classifications, then the most important of these stated as objectives.

STEPS TO BE TAKEN

The subgoals for each job classification group should be developed into statements of one or more performance objectives for each of the subgoals. This is not a terribly complicated process if the steps are clearly understood and if the number of expected outcomes is a reasonable one. It is suggested that the number of performance objectives be limited to the following:

3 objectives in each of three major subject matter areas in cases of self-contained classrooms.

OR

3 objectives in each subject matter area in the case of departmentalized schools.
3 objectives for "other duties."
3 objectives for "maintenance of proper control."
3 objectives for "preserving a suitable learning environment."

Generally then, there would be some 18 objectives stated for certificated staff members in schools in which self-contained classrooms are the organizational structure. Departmentalized schools may have either more or fewer objectives, depending upon the organizational structure and the nature of staff assignments.

At any rate, the objectives are derived from subgoals, which were derived from goals and job descriptions, which were derived from school or district needs. If this chain can be kept in mind, the whole process makes sense.

THE CONVERSION OF SUBGOALS TO OBJECTIVES

The process is fully outlined in the Fresno County Department of Education publication, From Goals to Action, published in 1972. The process will be briefly treated here.

If individuals or working groups can simulate themselves into the future, the writing of objectives is a simple and interesting process. It is suggested that a listing of goal indicators be developed for each of the subgoals. The development of goal indicators can readily be

accomplished by having the individual or group move a year or more into the future by assuming that a unit of time has passed (start with one year) and that the subgoal has been met. Now, standing at this vantage point, look back at what has happened during that time to make the meeting of the goal a possibility.

EXAMPLE:

GOAL - Students will have a better attitude toward school

SOME INDICATORS - Less cutting of school, more class participation, more participation in school-related activities, fewer discipline referrals to the administrator.

Now, move to the next step and estimate the extent to which each of the events or circumstances might have occurred in order to have brought about the meeting of the goal.

EXAMPLE:

Truancy reduced 50%
Class participation up 50%
Participation in school-related activities up 50%
Discipline referrals reduced by 50%

Now, write the objectives, keeping in mind the elements of a well-stated objective:

WHO (will do)
WHAT
HOW WELL
WHEN
UNDER WHAT CONDITIONS
HOW WILL THIS BE DOCUMENTED

EXAMPLES:

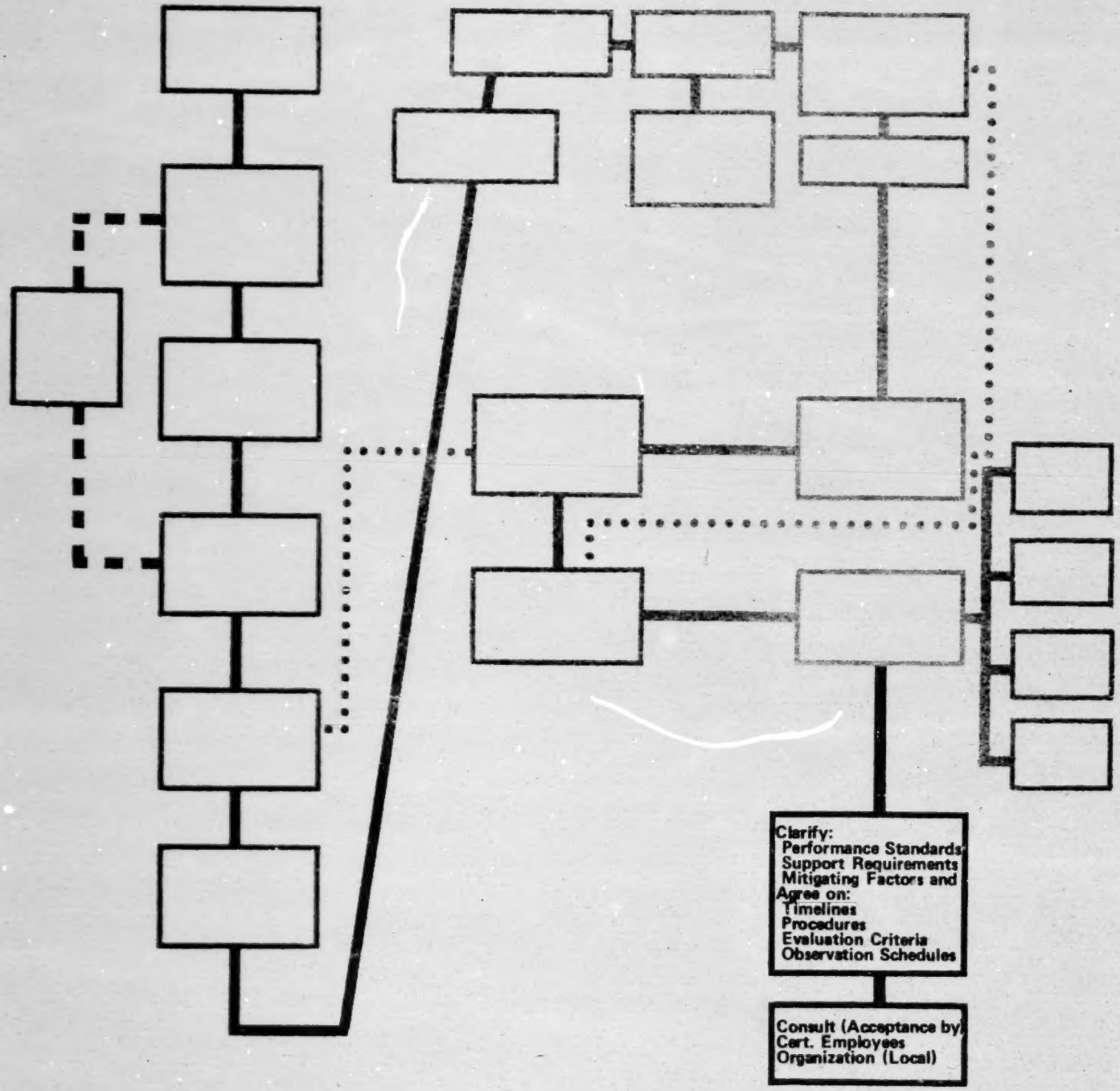
Non-illness absence of students will be reduced 50% annually as documented by school records.

Student classroom participation in discussion will be increased 50% annually as estimated by classroom teachers.

Student participation in school-related activities will increase 50% annually, as measured by sponsor records, election ballots and ticket sales.

The number of students referred to administrators for disciplinary action will be reduced by 50% annually, as measured by office records.

Other examples are listed in the publication, From Goals to Action.



XI. Clarification and Agreement

The law makes no specific mention of this step but good sense dictates that there must be full understanding of performance standards, the kind of support staff members are to receive and what will happen should there be some mitigating circumstances. Also, there should be agreement on timelines, specifics of procedures, the evaluation criteria and what types, if any, of observation will take place. Also, there should be agreement as to the frequency and duration of any observations.

CLARIFICATION

Performance Standards:

It is recommended that standards of performance be those stated in the objectives. Should students in a class or school reach the standards as stated in the criteria of the objectives the teachers, administrators and others responsible for the students will be considered to have performed satisfactorily in this category. This can be evaluated on the basis of groups of children or of samplings selected in an agreed-upon way. In similar fashion, the criteria of the objectives on other duties, control and the learning environment will serve as critical elements of evaluation.

Support Requirements:

The reciprocal nature of staff evaluation comes into ascendancy when one considers the kind of support each subordinate unit or individual will receive in order to do the job and meet the evaluative criteria as stated in objectives. There must be a statement outlining the support (supplies, equipment, community relations, staff relations, scheduling, etc.) each level of responsibility will receive in order to do its job. This could be in the form of a contract or other agreement.

Mitigating Factors:

Illnesses, changes in the community or in class composition, influx of individuals with language or other learning difficulties, unexpected changes in schedules and other circumstances may make it impossible for a staff member to meet the criteria as stated in objectives for his position. There must be set up machinery of some sort to assist in making necessary adjustments. It is recommended that there be a group of persons responsible for this function.

Details are outlined in Appendix A.

AGREEMENT

Timelines:

The only timelines mandated by the law specifically relate to the frequency of evaluation of certificated personnel *(". . . at least once every school year for probationary personnel and at least every other year for personnel with permanent status")* and the time of submitting written evaluative statements to personnel *("Evaluation and assessment made pursuant to this article shall be reduced to writing and a copy thereof shall be transmitted to the certificated employee not later than 60 days before the end of the school year in which the evaluation takes place").*

However, it should be noted that, should the district desire to serve notice of dismissal on certificated personnel, notice *"Shall not be given between May 15th and September*

15th in any year." (Section 13405) Section 13407 states, *"The governing board of any school district shall not act upon any charges of unprofessional conduct or incompetency unless during the preceding term or half school year prior to the date of filing of the charge, and at least 90 days prior to the date of filing, the board or its authorized representative has given the employee against whom the charge is filed, written notice of the unprofessional conduct or incompetency. . ."*

This implies that notice must be given on or before December 15 in order that the individual may have opportunity to correct the faults and overcome the grounds for charges.

Suggested Dates:

November 1: On or before this date annually, standards of performance should be established for each certificated employee or each classification of such employees.

December 15: On or before this date and not later than the last day of the first term or half year, written notice of unprofessional conduct or incompetency must be given to the certificated employee. This must be accomplished at least 90 days before the filing of charges.

March 15: Last day for submission of written charges of incompetence or unprofessional conduct.

May 2: On or before this date annually, an evaluation report must be transmitted to certificated employees who were to have been evaluated that year.

Procedures:

Agreement will be reached on or before November 1 of each year as to the expectations for each staff member. This may be in the form of a contract or other agreement and may be for classifications of certificated employees as well as for individuals. At any rate, the agreements will be made with the full knowledge and consent of representatives of the certificated employees organization.

Monitoring in accord with the terms of the agreement will take place during the school year and at the close of the school year (or at a mid-point mutually agreed upon).

Certificated performance will be evaluated on the basis of criteria as stated in the objectives. Personnel not meeting the criteria will be so notified on or before December 15 in order that they will have opportunity to take corrective action.

Dismissal proceedings will commence on or before March 15 in those cases where the corrective actions (if any) of certificated personnel previously notified of deficiencies have been inadequate.

Evaluation Criteria:

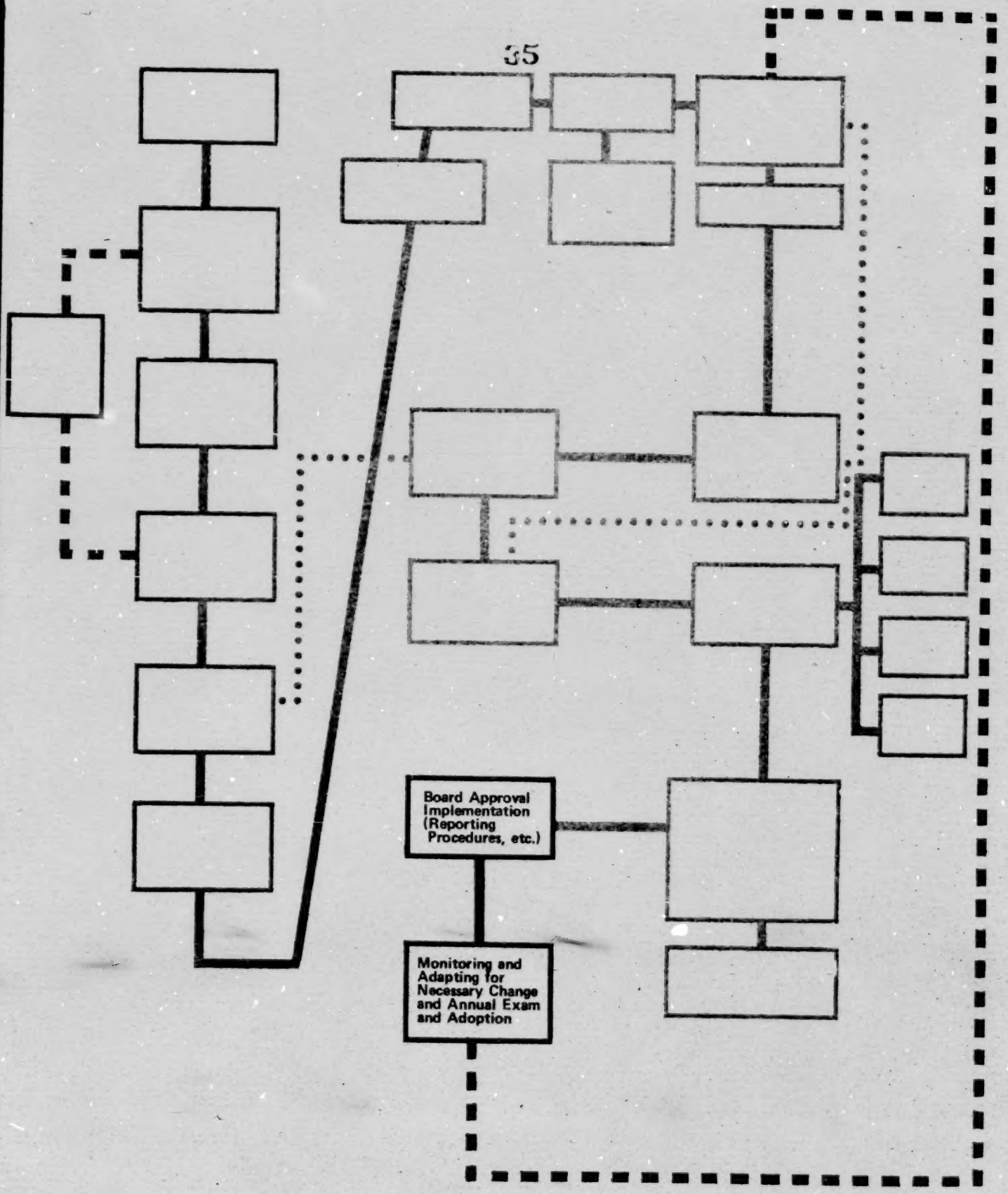
Criteria for evaluation shall be those as stated in objectives for student progress, other duties, maintenance of proper control and the preservation of a suitable learning environment. Additionally, a school district and the staff may agree to other criteria and/or other standards of criteria which have local applicability.

Observation Schedules:

If observation is to take place, there should be agreement as to the times and instruments to be used and the persons who are to do the observing. Full accord of the certificated employees' organization is needed. Also, representatives of the organization may well be included as observers.

CONSULTATION WITH ORGANIZATION

The organization of certificated employees (or organizations, should more than one be recognized) should be fully involved in all deliberations and decision making in meeting the requirements of AB 293. The law requires that there be liaison, but this requirement could be met by a token arrangement. However, the district will be doing the employees and itself a disservice by not insisting that the organization(s) assume major responsibility in formulating and administering a full share of the implementation.



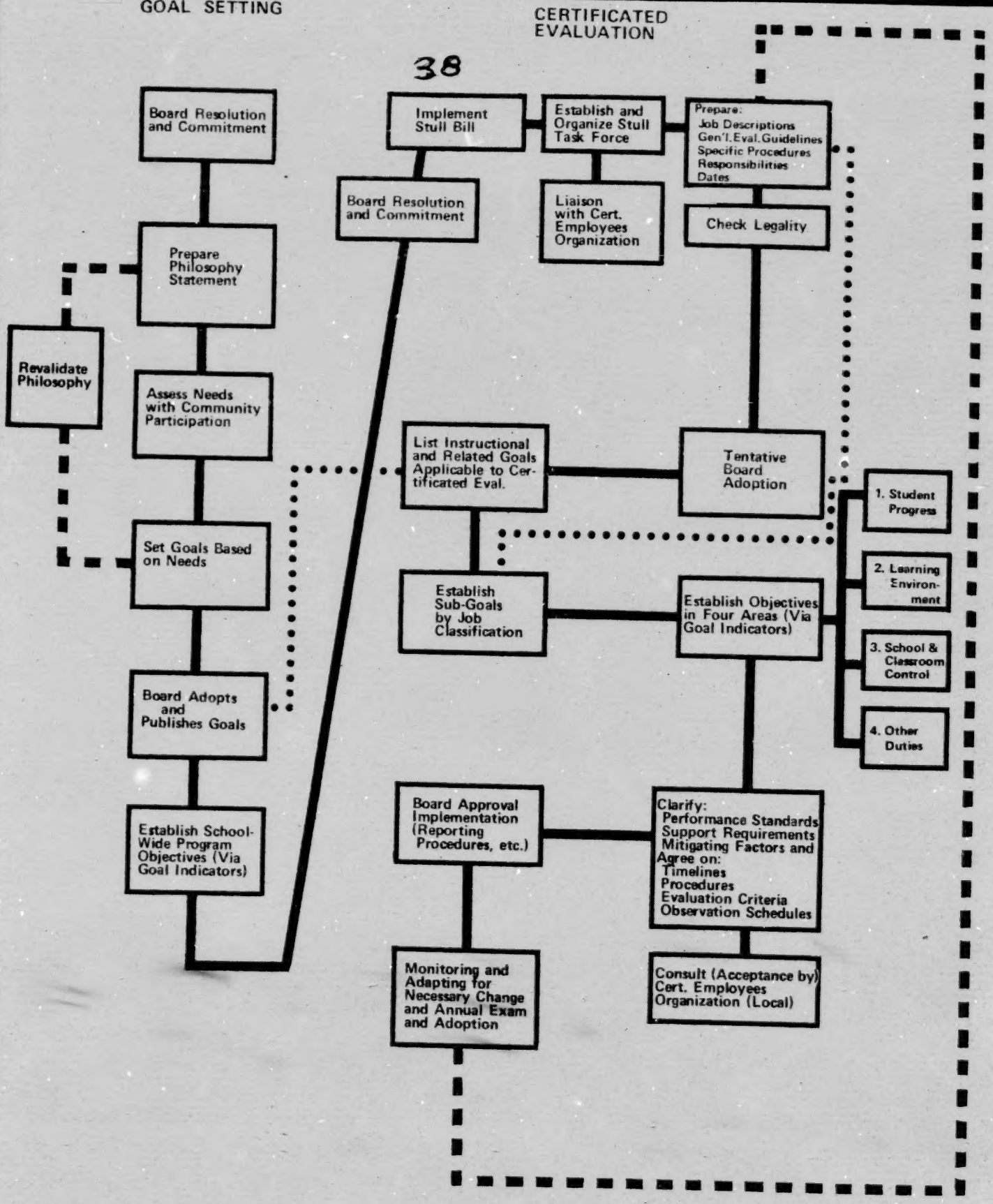
XII. Approval, Implementation

Once the foregoing steps have been completed, the district board should then examine each of the steps made to date, and should become familiar with the entire process; the dates, the areas of responsibility and the specific responsibilities of board members. When the board is satisfied that the process is satisfactorily planned and that sufficient resources are available to enable satisfactory implementation, final approval should be given, either in the form of a resolution or a motion.

The board should also appoint a continuing advisory committee which will be charged with responsibility for objectively overseeing the procedure, hearing the problems which will probably arise, establishing procedures for identifying areas of difficulty and proposing modifications when indicated. The committee should be made up of an administrator, representatives of the certificated employees' association and any others who will be accessible and willing and knowledgeable. There should be clear-cut procedures established for modifications and for communication links.

The board should also plan to annually examine the entire procedure and be prepared to negotiate it with the certificated employees organization.

Above all, the procedure should be out in the open and clearly understood, even though it may not meet universal acceptance.


GOAL SETTING
CERTIFICATED EVALUATION
Board Resolution and Commitment
Prepare Philosophy Statement
Revalidate Philosophy
Assess Needs with Community Participation
Set Goals Based on Needs
Board Adopts and Publishes Goals
Establish School-Wide Program Objectives (Via Goal Indicators)
Implement Stull Bill
Board Resolution and Commitment
Establish and Organize Stull Task Force
Liaison with Cert. Employees Organization
Prepare: Job Descriptions Gen'l. Eval. Guidelines Specific Procedures Responsibilities Dates
Check Legality
List Instructional and Related Goals Applicable to Certificated Eval.
Tentative Board Adoption
Establish Sub-Goals by Job Classification
Establish Objectives in Four Areas (Via Goal Indicators)
1. Student Progress
2. Learning Environment
3. School & Classroom Control
4. Other Duties
Board Approval Implementation (Reporting Procedures, etc.)
Clarify: Performance Standards Support Requirements Mitigating Factors and Agree on: Timelines Procedures Evaluation Criteria Observation Schedules
Monitoring and Adapting for Necessary Change and Annual Exam and Adoption
Consult (Acceptance by) Cert. Employees Organization (Local)

XIII. Appendix A - Skeleton Plan

The plan described in this appendix is one which a school or district may wish to accept entirely or in part. It is likely that you will want to adapt certain portions to fit your own circumstances. Or you may choose to go your own way entirely. This is not set forth as THE way, but is A way.

Appendix A will suggest ways to meet each of the steps in the flow chart. Appendix B contains forms, resolutions, etc., which may be of help to you. Appendix C is a glossary of terms.

SECTION A - THE BOARD RESOLUTION

A model for the board resolution which should be adopted to set the entire process in motion is included as Form A in Appendix B.

SECTION B - THE TASK FORCE

Once the board has adopted the resolution, the next step will be to establish a task force or team which will be charged with responsibility for coming up with a plan and implementing it. Suggested composition of the team or task force is proposed in Chapter III of this publication. See Form B in Appendix B for guidance.

SECTION C - LIAISON

Liaison with the organization(s) of certificated employees is required by the law. The invitation to the organization(s) should be in writing and made a part of board minutes, either in the form of a motion or a resolution. This will assure that the requirements of the law have been met and that the board is operating in good faith. A suggested resolution is included as Form C in Appendix B.

SECTION D - JOB DESCRIPTIONS

The major key to the entire system is the preparation of complete and accurate job descriptions. Brief and over-generalized statements will provide little information or help when the time comes to prepare the subgoals for job classifications or for individuals.

The writing of job descriptions can be begun very early in the process, provided those who are writing the descriptions are fully aware of the use that is to be made of the descriptions. These documents will not be shelved, but will become one of the major determinants of the elements which will be so important in establishing the system of staff evaluation. The job description should be looked on with as much concern as the job contract itself.

See Form D, Appendix B for an outline of a suggested job description.

SECTION E - PROCEDURES FOR ESTABLISHING STANDARDS OF EXPECTED STUDENT PROGRESS

It would be unfair to ask a teacher or other certificated person to assume responsibility for a favorable outcome for all children regardless of the children's readiness, capabilities and

problems as it would be to estimate the abilities of medical personnel on the basis of survival rates of their patients, regardless of their afflictions, will to live and medical histories.

A doctor would not assume life and death responsibilities without first determining the condition of the patient as balanced against the resources available to bring about a satisfactory conclusion. A teacher should have the same opportunity to weigh his or her skill against the learning diagnosis of the student.

If one can accept this assumption, one must then place major responsibility for diagnosis and prescription in the hands of certificated personnel. Teachers must have diagnostic tools available to them and then the resources necessary to provide needed instruction. This is, of course, a very positive aspect of the legislation.

Given sufficient time to get acquainted with students through use of diagnostic tools and observation, a teacher should be able to make some accurate predictions as to progress the students will make in a given time. Once the predictions are made, the teacher then will do his or her best to bring about the predicted state of being. At the close of the year or semester or other agreed-upon time, the teacher then will assess the progress, made either through acceptable measurements of the entire class or a random sampling.

The administrative staff members and other certificated support personnel will also be evaluated on how well predictions of outcomes are met. The teacher is not alone. Therefore, it is the responsibility of the entire staff to assist the teacher in meeting stated predictions.

Therefore, it is proposed that staff members have at least one month to get acquainted with the strengths, weaknesses, special needs and problems of learners before having to make any predictions. Diagnostic tools should be available, as well as specialized talents of other staff members. After a month, staff members should be able to make reasonably accurate guesses as to what each child will be able to do and should be able to accomplish during the agreed-upon period of time.

The estimates of what the child or group of children should be able to do at the close of the time should be written in the form of performance objectives. There should be as few objectives as possible. For the first year, it is suggested that there be no more than three objectives for each of the three major subjects in self-contained classrooms and no more than three objectives for each level of each subject taught in departmentalized classes.

The objectives should be linked to the goals of the school or district and should arise from these goals. If a district goal is to improve reading instruction, then this should be the key to the objectives for reading.

The writing of objectives is covered with some detail in Section X of the main body of this publication.

What happens when a student arrives after the first of the year? Again, the staff should have at least a month to determine the strengths and weaknesses of the new student. During the first month, the teacher and other staff members will observe and make necessary

assessments and estimates. Should it be agreed that, after the month of observation, the new student will indeed be able to achieve the criteria of the performance objectives stated in the class as a whole, the teacher then goes right on with the job of teaching. If, however, it is determined that the newcomer cannot for any reasons be expected to make the same progress or achieve the same end results as the rest of the class, the staff members involved would then request an exemption from the overall expectations of the class. This does not end it. THEN, A SET OF OBJECTIVES FOR THIS INDIVIDUAL WOULD BE ESTABLISHED AND AGREED UPON. This then, does not relieve staff of responsibility for any individuals, but does instead place a responsibility upon staff to correctly diagnose and prescribe for each individual on the basis of HIS strengths and HIS weaknesses.

Exemptions would be requested by teachers and would be acted upon by a team of professionals (probably an administrator and two or more experienced, tenured teachers). Wherever practicable, parents of exempted children should be notified of actions taken.

See Form E-1, Appendix B, for a suggested format for performance objectives.
See Form E-2, Appendix B, for a suggested exemption team.
See Form E-3, Appendix B, for a suggested exemption request form.

SECTION F - TECHNIQUES FOR ASSESSMENT OF STUDENT PROGRESS

This subject is treated in some detail in Chapter X of this publication. It is recommended that something other than standardized tests be used for this purpose. Criterion-referenced instruments appear to be those most likely to accurately reflect achievement. The most obvious technique, and one least used to date, is that of using the criteria as stated in objectives as the criteria to be measured. This seems obvious, but is often overlooked. This means, of course, that considerable care must be taken in writing instructional (or performance) objectives. One of the simplest tests of the adequacy of criteria as stated in objectives is whether or not an individual, other than the writer of the objective, could prepare and administer an instrument which would indicate accurately whether or not the learner had indeed accomplished what was established as the predicted (or hoped-for) end result.
See Form F, Appendix B, for a reporting form to be used for staff members at the close of a year or other time period.

SECTION G - ASSESSMENT OF CERTIFICATED COMPETENCE AS RELATED TO STUDENT PROGRESS

Each school or district will have to negotiate the extent to which certificated competence will be linked with student progress. In general, it can be agreed that if all students meet the criteria as stated in the objectives, the staff members responsible will have been satisfactorily meeting their responsibilities. If some or many of the students do not meet objectives as stated, there may be some question about the competence of the persons responsible. If there has been adequate care taken to claim exemptions and to act upon them, and if there have been no unexpected mitigating circumstances which were not dealt with during the

time of instruction, then there is good reason to suspect that one or more individuals have not performed adequately. A review team (this could be the same group that is responsible for handling exemption claims) could examine the circumstances and make recommendations.

It is very possible that, until a staff gains considerable sophistication in the preparation of performance objectives, errors in judgment could take place. Some very subjective judgments will have to be made, especially in the cases of inexperienced personnel. Again, it should be stressed that the primary purpose of the legislation is to improve instruction - NOT TO BE AN INSTRUMENT OF PUNISHMENT.

Staff members should be encouraged to set their sights high. Therefore, there should be room for missing the target to a reasonable extent without fear of retaliation. A tight system with no elasticity will encourage staff members to set easily reached, non-challenging criteria for students.
See Form G, Appendix B, for an announcement of Review Team Membership.

SECTION H - ASSESSMENT OF OTHER DUTIES

In most cases, descriptions of other duties of staff members (there is general agreement that these are non-teaching duties) are included in job descriptions. The subject is treated at some length in Sections IX and X of this publication. It is recommended that there be no more than three objectives referring to other duties of staff members in the evaluation plan. Other duties may be written as objectives for individuals or for classes of individuals and may be stated as simply as, "Each secondary school teacher will assume responsibility for sponsorship of at least one extracurricular student activity as approved by the administration during each school year."
See Form H, Appendix B, for a document to be used in assessing the meeting of the requirements for Other Duties.

SECTION I - ASSESSMENT OF EXTENT TO WHICH PROPER CONTROL IS MAINTAINED

The subject is treated also in section IX and X of this publication. Again, the job description is the key to this area. There should be mention in the job description of what is meant by the term, "control" and what is expected of each individual. This will probably have to be negotiated with the representatives of the certificated employees' organization.

Proper control may be deemed to mean the extent to which the staff member handles his own disciplinary problems, noise levels, the degree of vandalism which takes place within his area of responsibility, the degree to which students participate in discussions. These will vary greatly from district to district, according to the philosophy and attitudes of the personnel and boards. Whatever is agreed upon must be placed in writing and made part of the job descriptions. This information then becomes part of the evaluative structure by being included in the objectives for the individuals or classes of individuals. Again, there should be as few objectives as possible in this area, and no more than three.
See Form I, Appendix B, for a document which can be used in assessing the extent to which requirements for maintenance of proper control are met.

SECTION J - ASSESSMENT OF THE DEGREE TO WHICH A SUITABLE LEARNING ENVIRONMENT IS PRESERVED

The subject is also treated in sections IX and X of this publication. The job description is again the key to this area. The term "suitable learning environment" lends itself to many interpretations. In most cases, it will refer to the physical surroundings and the general atmosphere that prevails in the room or school. There will be great variation from district to district, due to the great philosophical differences that exist. The term could also refer to the availability of teaching tools and other resources, the distribution and handling of supplies and equipment, adequacy of libraries and such operational factors as scheduling of classes and activities.

See Form J - Appendix B, for a document to be used in assessing the extent to which this requirement is being met.

SECTION K - TECHNIQUES TO BE USED IN KEEPING CERTIFICATED STAFF MEMBERS INFORMED ABOUT THE PROGRAM (No form necessary or recommended)

Most liaison with individuals will be through inservice instruction supplemented by regularly published progress reports. Mystery and confusion can be largely dispelled by the confidence of understanding what is happening. The positive aspects of the legislation must be stressed if a school district is to gain anything at all from its implementation of the law.

Some essentials:

(1) A clear-cut plan.
(2) Consistent interpretation of the law and the plan.
(3) Reasonable and attainable time lines.
(4) Clearly delineated areas of responsibility.
(5) Staff awareness of each step as it is undertaken.

Some suggestions:

(1) Inservice instruction should be looked upon as an opportunity to bring about a state of readiness for assessing needs and setting goals. Staff members should be aware and knowledgeable of the districts plans to meet all aspects of accountability, one of which is the successful implementation of AB 293.

(2) Avoid starting with "workshops" on the writing of goals and objectives. Opportunities will arise as the process unfolds.

(3) Positive aspects of the legislation should be stressed. This will not guarantee full acceptance, but will help dispel some of the fears.

(4) Continuing progress reports should be made to the staff, both at staff meetings and through regular or special publications.

(5) The place to start is with understanding and acceptance by the administrative staff. Administrative attitudes become known and are often mirrored by other staff members.

SECTION L - PREPARING AND TRANSMITTING EVALUATIVE REPORTS

Evaluative reports fall into two classifications:

(1) The routine reports required for all staff members (tenured teachers every two years, probationary teachers every year.

(2) Reports of unsatisfactory conditions (students progress, other duties, maintenance of proper control, preservation of a suitable learning environment and any others added by the local district).

The routine evaluative reports are to be conveyed to certificated employees who have been evaluated during the year no later than May 2 (60 days before the close of the school year). These should be final, overall assessments of the success of the employee in each of the areas.
See Form L-1, Appendix B, for a suggested form.

The reports of unsatisfactory conditions must be submitted to certificated employees no later than the close of the first term or half-year and no later than 90 days before the submission of charges of incompetence or misconduct. Therefore, if an employee is to be notified of the termination of his services as of the close of the school year, charges will have to be filed as of March 15. Ninety days before March 15 (December 15) he must be notified of the alleged shortcomings in order to give time for correction of the unsatisfactory condition.
See Form L-2, Appendix B, for a suggested form.

SECTION M and O - DISCUSSION OF AN RESPONSES TO EVALUATION REPORTS

Certificated employees have the right to respond in writing to evaluation reports. It is suggested that the invitation to react or respond in writing be a part of the evaluation form itse.f

Section 13488 also requires that a meeting shall be held before the end of the school year between the certificated personnel and the evaluator for the purpose of discussing the evaluation. This meeting should be arranged as soon as possible after May 2.

Section 13489 stipulates that the evaluation shall include recommendations for areas of improvement in the performance of the employee. If the performance is unsatisfactory in any ways, the employing authority shall notify the employee of that fact and describe such unsatisfactory performance. Certificated employees are not required to respond, but may do so. Responses will be made a part of the employees' personnel files.

SECTION N - FOLLOWUP COUNSELING AND ASSISTANCE IN UPGRADING PERFORMANCE

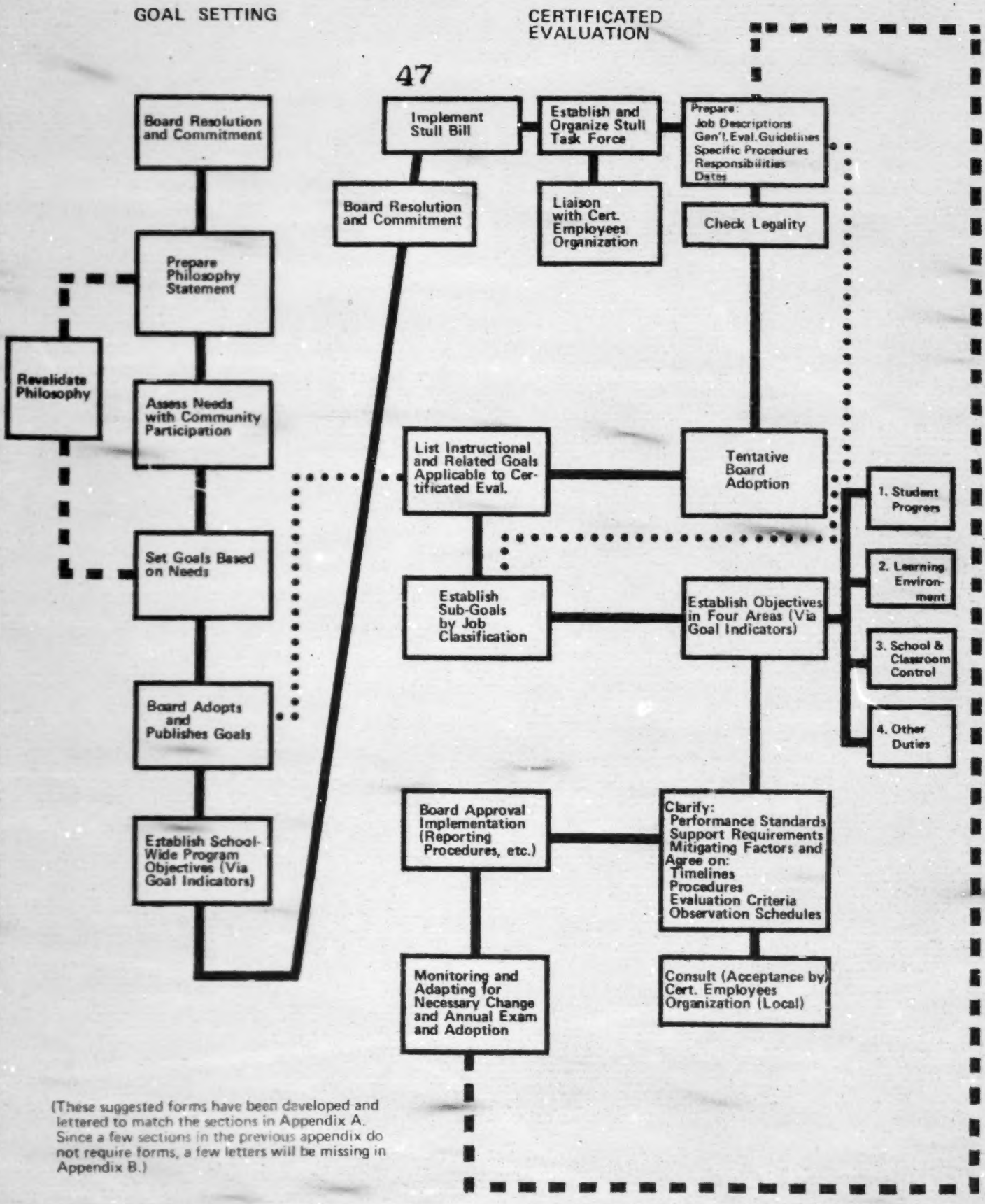
Section 13489 requires that the employing authority shall confer with employees whose performance is judged to be unsatisfactory and shall make specific recommendations as to the areas of improvement and endeavor to assist employees in such performance.

This is one of the very positive aspects of the legislation and cannot be neglected.

A careful record should be kept of the evaluation reports, the responses thereto by employees and the minutes of any meetings at which unsatisfactory performances and recommendations for improvement are discussed. Records should also be maintained of all actions taken to advise and assist employees.

The primary purpose of this legislation is to improve the performance of certificated personnel, not to get rid of certificated personnel.

SECTION O - (See Section M)


GOAL SETTING
CERTIFICATED EVALUATION
47
Board Resolution and Commitment
Prepare Philosophy Statement
Revalidate Philosophy
Assess Needs with Community Participation
Set Goals Based on Needs
Board Adopts and Publishes Goals
Establish School-Wide Program Objectives (Via Goal Indicators)
Implement Stull Bill
Establish and Organize Stull Task Force
Prepare: Job Descriptions Gen'l. Eval. Guidelines Specific Procedures Responsibilities Dates
Board Resolution and Commitment
Liaison with Cert. Employees Organization
Check Legality
List Instructional and Related Goals Applicable to Certificated Eval.
Tentative Board Adoption
1. Student Progress
2. Learning Environment
3. School & Classroom Control
4. Other Duties
Establish Sub-Goals by Job Classification
Establish Objectives in Four Areas (Via Goal Indicators)
Board Approval Implementation (Reporting Procedures, etc.)
Clarify: Performance Standards Support Requirements Mitigating Factors and Agree on: Timelines Procedures Evaluation Criteria Observation Schedules
Monitoring and Adapting for Necessary Change and Annual Exam and Adoption
Consult (Acceptance by) Cert. Employees Organization (Local)

(These suggested forms have been developed and lettered to match the sections in Appendix A. Since a few sections in the previous appendix do not require forms, a few letters will be missing in Appendix B.)

VIII. Appendix B - Suggested Forms

FORM A - MODEL RESOLUTION

WHEREAS, California Education Code Sections 13485 through 13489 require the adoption of specific evaluation and assessment guidelines for all certificated employees of the school district, and

WHEREAS, this Board indicates its willingness to implement the legislation in good faith through an orderly process,

NOW THEREFORE, BE IT RESOLVED that this Board of Education hereby allocates the necessary resources for the establishment and adoption of guidelines for the evaluation and assessment of certificated employees.

Passed and adopted this_____ day of_____, 1972 by the following called vote:

Ayes: (members)

Noes: (members)

Absent: (members)

_____

Clerk/Secretary of the Board of Trustees

_____ School District

_____ County, State of California

CERTIFICATION

I,_____, certify that the foregoing is a correct copy of a resolution passed and adopted by the Board of Trustees of the_____ _____School District, of_____ County, State of California, on the_____day of_____, 1972.

_____

Clerk/Secretary of the Board of Trustees

_____School District

_____County, State of California

FORM A

FORM B - TASK FORCE

TO: Certificated Staff Members

FROM: _____

SUBJECT: Stull Bill Task Force

The following persons have agreed to serve on a task force organized for the purpose of designing an implementation plan for meeting the requirements of the Stull Bill (AB 293).

You are invited to contact any of these persons for information and to offer suggestions as the project develops.

The membership:

Kindergarten-Primary Teachers:

_____

_____

Upper Elementary Teachers:

_____

_____

Junior High School Teachers:

_____

_____

High School Teachers:

_____

_____

Administrators and/or Coordinators:

_____

_____

Others:

_____

_____

FORM B

FORM C - A RESOLUTION REQUESTING LIAISON WITH CERTIFICATED EMPLOYEES ORGANIZATION

WHEREAS, California Education Code Section 13485 through 13489 require the adoption of specific evaluation and assessment guidelines for all certificated employees of the school district, and

WHEREAS, the legislation requires that *". . . The governing board shall avail itself of the advice of the certificated personnel in the district's organization of certificated personnel,"* and

WHEREAS, this board indicates its willingness to implement the legislation in good faith through an order process,

NOW THEREFORE, BE IT RESOLVED that this board of education pledges its cooperation and invites the (name of certificated employees organization or chapter) of the _____ school district to cooperate fully by signifying its willingness to participate in the planning and implementation of a plan to evaluate and assess the performance of certificated personnel as outlined in the legislation. This resolution passed and adopted this _____ day of _____, 1972 by the following vote:

Ayes: (members)
Noes: (members)
Absent: (members)

_____
Clerk/Secretary of the Board of Trustees
_____ School District
_____ County, State of California

Form C

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CERTIFICATION

I,_____, certify that the foregoing is a correct copy of a resolution passed and adopted by the Board of Trustees of the _____school district of _____county, State of California, on the_____day of _____1972.

_____
Clerk/Secretary of the Board of Trustees
_____School District
_____County, State of California

FORM D - OUTLINE OF JOB DESCRIPTION

School District_____

Position or positions covered by this job description:

_____

_____

_____

Person(s) to whom immediately responsible:

_____

_____

_____

Titles of Immediate subordinate(s), if any:

_____

_____

Assigned responsibilities:

Major duties:

_____

_____

_____

_____

General duties for this position classification:

_____

_____

_____

_____

Other regularly assigned duties:

_____

_____

_____

_____

Expected standards for maintenance of control:

_____

_____

_____

_____

Expected standards for preservation of a suitable learning environment:

_____

_____

_____

_____

Minimum Qualifications: _____

Credential: _____

Educational Preparation: _____

Experience: _____

Personal qualities: _____

_____

_____

Supervision to be exercised or received: _____

_____

_____

Other: _____

_____

_____

_____

FORM E-1 - FORMAT FOR PERFORMANCE OBJECTIVES: THIS FORM TO BE COMPLETED ON OR BEFORE NOVEMBER 1

Name(s) of certificated person(s)_____

Date_____

Subject and Level_____

Objective 1_____

_____

_____

Objective 2 _____

_____

_____

Objective 3 _____

_____

_____

Subject and Level_____

Objective 1 _____

_____

_____

Objective 2 _____

_____

_____

Objective 3_____

_____

_____

Subject and Level_____

Objective 1 _____

_____

_____

Objective 2_____

_____

_____

Objective 3 _____

_____

_____

FORM E-1

Other duties:

Objective 1_____

_____

_____

Objective 2_____

_____

_____

Objective 3_____

_____

_____

Maintenance of proper control:

Objective 1_____

_____

_____

Objective 2_____

_____

_____

Objective 3_____

_____

_____

Preservation of suitable learning environment:

Objective 1_____

_____

_____

Objective 2_____

_____

_____

Others:

_____

_____

_____

Certification: The above have been reviewed and approved by (committee or individual). These objectives and the criteria therein will be a major basis for evaluation of the effectiveness of the person(s) for whom objectives have been prepared, with the following exceptions:

(a) Any specific students who, because of extenuating circumstances, may be exempted from the group evaluations.

(b) Other:_____

_____

_____

Signed and agreed to this date by:

_____ Evaluatee

_____ Evaluator

_____ Date

FORM E-2 - EXEMPTION TEAM

TO: Certificated Staff, _____ School District

FROM: (Superintendent, Board President)

SUBJECT: Membership of Exemption Team, _____ School

The following persons have been named as members of the exemption team for your school for implementation of the Stull Bill

Chairman _____

Members _____

_____

Any requests for exemption of students from meeting the requirements of criteria established for members of any of your classes should be referred directly to the committee, with a copy to be sent to _____.

Exemption requests should be submitted on form E-3 no more than one school month after the admission of the student to your class(es).

FORM E-3 - EXEMPTION REQUEST

Name of Certificated Person _____

Assignment or subject taught _____

Date of application for exemption _____

Name of Student _____

Grade or Level _____

Date of admission to school this year _____

This student was assigned to my class (or area of responsibility) subsequent to the opening of the school year (or term). The following diagnostic assessments were used:

Tests:

_____

_____

_____

Observations:

_____

_____

_____

Past Records:

_____

_____

_____

Other:

_____

_____

_____

It is my judgment that this student will not be able to meet the criteria stated in the objectives established for this class (or area of study) which are listed below.
It is requested that for this student, the alternative objective(s) be approved.

FORM E-3

Subject:_____

Class Objective:_____

_____

_____

Alternative objective for this student:

_____

_____

_____

Subject:_____

Class Objective:_____

_____

_____

Alternative objective for this student:

_____

_____

Subject:_____

Class Objective:_____

_____

_____

Alternative objective for this student:

_____

_____

_____

PROGRESS (OR FINAL) REPORT OF PROGRESS TOWARD MEETING OF CRITERIA

STAFF MEMBER _____ ASSIGNMENT _____

DATE OF THIS REPORT _____

Objectives - Student Progress	No. of Students (not exempt) meeting criteria at start of period	No. of Students (not exempt) who meet criteria now	Instrument Used	% Achievement	Comments

61

39

FORM F

FORM G

ANNOUNCEMENT OF MEMBERSHIP OF REVIEW TEAM

TO: All Certificated Staff Members

FROM: _____

SUBJECT: Review Team Membership, _____School

The persons listed below have been named members of the review team for this school with responsibility for:

(1) Reviewing objectives and their criteria with staff members at or before the time of agreement (November 1) early in the school year.

(2) Reviewing objectives, their criteria and reports of staff members at the close of any evaluation periods.

(3) Assisting staff members, upon request, with the preparation of objectives and with problems encountered in preparing reports or measuring progress.

(4) Examining any extenuating or mitigating circumstances affecting certificated evaluation.

(5) Serving as an "appeal board" in cases of misunderstanding or disagreements.

(6) Making recommendations for changes in procedures for implementation of the Stull Bill.

Members are:

_____

_____

_____

PROGRESS (OR FINAL) REPORT OF PROGRESS TOWARD MEETING OF CRITERIA

STAFF MEMBER_____ ASSIGNMENT_____

DATE OF THIS REPORT_____

Objectives - Other Duties	Steps taken to meet criteria	Degree to which criteria met	Comments

FORM H

FORM H

PROGRESS (OR FINAL) REPORT OF PROGRESS TOWARD MEETING OF CRITERIA

STAFF MEMBER_____ ASSIGNMENT_____

DATE OF THIS REPORT_____

Objectives - Maintenance of Control	Steps taken to meet criteria	Degree to which criteria met	Comments

FORM I

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FORM I

PROGRESS (OR FINAL) REPORT OF PROGRESS TOWARD MEETING OF CRITERIA

STAFF MEMBER_____ ASSIGNMENT_____

DATE OF THIS REPORT_____

Objectives – Learning Environment	Steps taken to meet criteria	Degree to which criteria met	Comments

FORM J

FORM L

REPORT OF EVALUATION OF PERFORMANCE OF CERTIFICATED PERSONNEL

_____ SCHOOL DISTRICT

Name of Employee _____ Position _____

Date of this report _____ Evaluator(s) _____

Time covered by this report: From _____ through _____

Education Code Section 13488 requires that evaluation and assessment made pursuant to the requirements of the law be reduced to writing and a copy transmitted to certificated employees no later than 60 days before the end of the school year in which the evaluation takes place.

The law also states that certificated employees shall have the right to initiate a written response or reaction to the evaluation. The response shall become a permanent attachment to the employees' personnel file.

The law also requires that before the end of the school year, a meeting shall be held between the certificated personnel and the evaluator to discuss the evaluation.

You are invited to respond in writing if you wish to do so. Please contact _____ at _____ in order to arrange a time and place for the meeting.

Summary of conclusions:

Your work as related to standards of expected student progress:

FORM L

FORM L - Page 2

Your work as related to Other Duties normally required:

Your work as related to the Maintenance of Proper Control:

FORM L - Page 3

Your work as related to the Preservation of a Suitable Learning Environment:

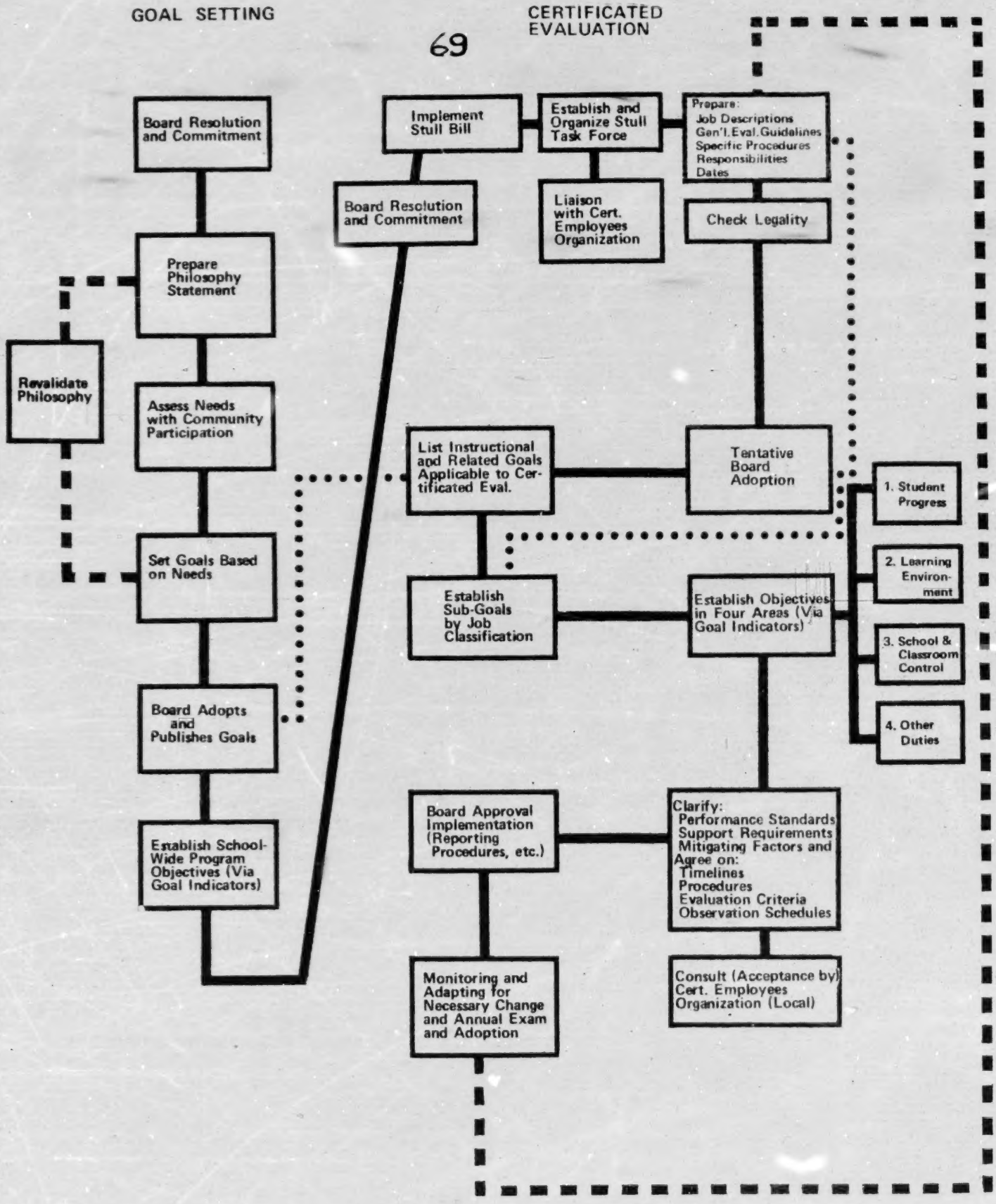
General comments and suggestions for areas of needed improvement in your performance.

Signature of Evaluator(s)_____

_____

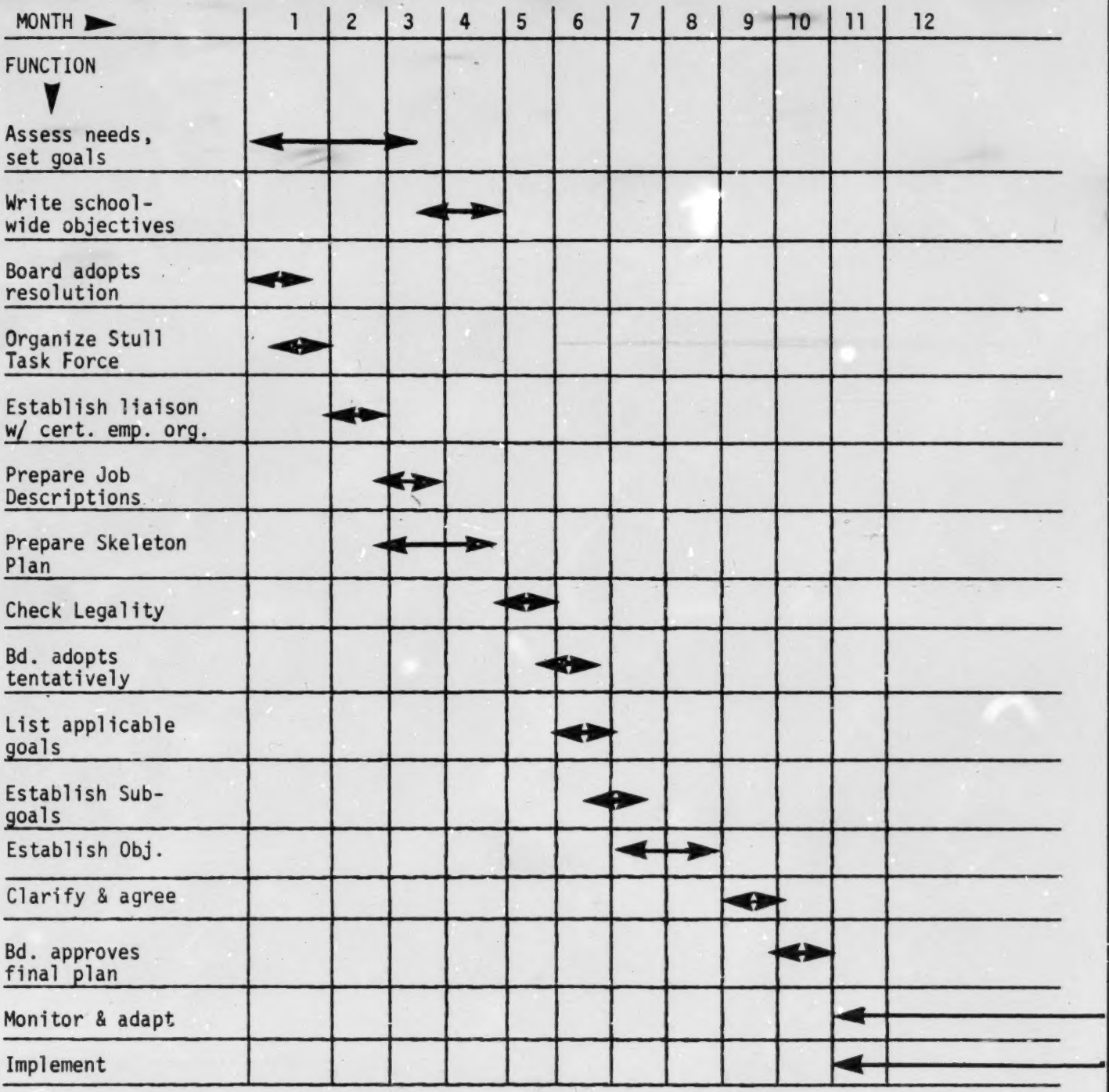
_____

Date_____


GOAL SETTING
CERTIFICATED EVALUATION
Board Resolution and Commitment
Prepare Philosophy Statement
Revalidate Philosophy
Assess Needs with Community Participation
Set Goals Based on Needs
Board Adopts and Publishes Goals
Establish School-Wide Program Objectives (Via Goal Indicators)
Implement Stull Bill
Establish and Organize Stull Task Force
Prepare: Job Descriptions Gen'l. Eval. Guidelines Specific Procedures Responsibilities Dates
Board Resolution and Commitment
Liaison with Cert. Employees Organization
Check Legality
List Instructional and Related Goals Applicable to Certificated Eval.
Tentative Board Adoption
1. Student Progress
2. Learning Environment
3. School & Classroom Control
4. Other Duties
Establish Sub-Goals by Job Classification
Establish Objectives in Four Areas (Via Goal Indicators)
Board Approval Implementation (Reporting Procedures, etc.)
Clarify: Performance Standards Support Requirements Mitigating Factors and Agree on: Timelines Procedures Evaluation Criteria Observation Schedules
Monitoring and Adapting for Necessary Change and Annual Exam and Adoption
Consult (Acceptance by) Cert. Employees Organization (Local)

XV. Appendix C - Timelines

TIMELINE FOR DEVELOPING STULL BILL IMPLEMENTATION PLAN



NOTE: Plan to take at least one year to develop an implementation plan in order to assure acceptance and reasonable success.

APPENDIX D - GLOSSARY

ACCOUNTABILITY - An acceptable synonym is "responsibility." Basis of the Stull Bill is the responsibility of certificated staff members toward students.

ASSESSMENT - The act of gathering data and pooling information.

CERTIFICATED PERSONNEL - School or district employees whose positions require certification by the state.

CRITERION REFERENCED INSTRUMENT - A measuring device, test, demonstration, or other technique for determining progress toward, or achievement of, the task and criteria of a stated objective.

EVALUATEE - Certificated staff member who is subject to the requirements of the Stull Bill.

EVALUATION - The systematic making of judgments by use of data gathered.

EVALUATOR - The individual or team of individuals charged with responsibilities for making recommendations as to the effectiveness of staff members as related to established criteria.

GOAL - A long-range statement of intent.

GOAL INDICATOR - An occurrence or state of being that would be in effect should a goal have been met. A fact or factor that will illustrate or amplify the goal statement.

JOB CLASSIFICATIONS - Clusters of identical or similar positions.

JOB DESCRIPTION (Position Description) - A listing of duties, responsibilities, requirements and lines of communication for a specific position or classification of positions within a school district.

LEARNING ENVIRONMENT - The total environment conducive to learning.

MITIGATING FACTORS - Occurrences or states of being which could adversely affect the meeting of criteria of stated objectives. Such things as long illness, calendar or schedule changes, language or other learning difficulties of students, long periods of bad weather, personal or community emergencies.

NEEDS - The discrepancy between "what is" and "what should be."

NEEDS ASSESSMENT - An inventory of discrepancies between "what is" and "what should be" in a school or school district.

OTHER DUTIES - For Teachers: responsibilities, other than classroom teaching. For Other Personnel: responsibilities which are regularly assigned but which are not a part of the main body of the job description.

ORGANIZATION OF CERTIFICATED PERSONNEL - The officially recognized professional organization(s) representing certificated personnel in a school district.

PERFORMANCE STANDARDS - Standards as established in the criteria of stated objectives.

PHILOSOPHY - A general statement of the school's and district's attitude toward the relationship that should exist between the school and society and between the individual and society.

PROGRAM OBJECTIVES - Specific statements of intent for a school or district which are directly related to school-wide or district-wide goals. Include WHO (will do or will be able to do), WHAT, HOW WELL, WHEN, UNDER WHAT CONDITIONS. Measurable, desired accomplishments.

PROPER CONTROL - The extent to which staff members maintain order, handle their own disciplinary problems, protect school properties, manage classroom activities and discussions, establish an atmosphere of cooperation with optimum interaction, abet development of self discipline in students and otherwise positively influence students.

STANDARDIZED TESTS - Published tests with criteria established for a geographic region, used for a variety of purposes. Normally designed to give comparative grade placements or similar status measures. Useful diagnostic tools when used in combination with observation and other measurements.

STANDARDS OF EXPECTED STUDENT PROGRESS - Normally, the criteria as stated in objectives for students learning for individual students or for groups of students.

STUDENT PROGRESS - Intellectual, physical or emotional growth of students as measured by pre and post tests.

SUB-GOAL - A general statement of intent for staff or students or groups of staff members or students within a school district. May be identical with goals of a district, but in nearly every case, goals may be subdivided into specifics for individuals or groups of individuals.

SUPPORT REQUIREMENTS - Any and all services which support the learning situation such as: quality, availability, and timeliness of supplies and equipment; assistance with matters of discipline; parent and community relations; maintenance and extent of libraries, laboratories and facilities. Many other possibilities such as advice, counsel, observation of master teacher and inservice opportunities.

APPENDIX D - GLOSSARY

STULL BILL - Legislation adopted by the 1971 legislature. Embodied in sections 13403 through 13410, 13412 through 13414, 13439, 13485 through 13489 of the California Education Code. Also known as Assembly Bill 293 and the Stull-Rodda Bill.

TASK FORCE - A group of individuals charged with a specific responsibility. A task force is normally made up of individuals who have a variety of skills and levels of responsibility.

BK/WJ:rk
Aug. 1972